eProfile and eProfile cloud

Version 4

Supporting pupil and group tracking and final assessment in the Early Years Foundation Stage

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What does eProfile do?

eProfile has been designed to make it easy for practitioners, teachers and other professionals to track the development of children aged 0-5 against the criteria laid down in *Development Matters*, giving them and leaders valuable pupil, group and cohort level analysis. It provides useful information to support transition and enables year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet all children's needs and next learning steps.

eProfile will assist practitioners and headteachers in building a picture of a child's development during the reception year across all seven areas of learning and development. It can inform the school's self evaluation process and to evaluate provision. The EYFS profile summarises and describes children's attainment in the seven areas of learning at the end of the EYFS.

Website: http://eprofile.org.uk

eProfile supports assessment

eProfile allows the user to record assessments both developmentally and as a final official record. for each child against the age band descriptors in Development Matters and each of the early learning goals and characteristics of effective learning; it provides a range of summaries and analyses through printouts, charts and spreadsheets covering development over time and final attainment in aspects, areas of learning, goals and overall.

Remember that

- Young children learn and develop in different ways and at different rates. It is therefore essential that teachers, headteachers and professional partners use eProfile data, graphs and charts appropriately. Further guidance on this aspect of eProfile can be found within the section relating to each graph format.
- It is not appropriate to use eProfile data to set targets for individual or groups of children, nor for teacher performance management.
- The EYFS profile is not a planning tool. It is a summary of a child's attainment at the end of the reception year.
- The EYFS profile is designed as an end of reception year attainment indicator and should not be used to provide the practitioner with next step information in a child's learning. The practitioner will need to plan from the EYFS framework and *Progress Matters* guidance.

Achievement and Attainment

Achievement – *measures a child's progress from one point to another over time*.

Attainment – *describes where a child is in relation to a given set of criteria at a point in time*.

Through accurate assessment, moderation and the consistent application of exemplification in accordance with statutory guidance, attainment represents a picture of a child's learning and development in relation to specific criteria that is consistent nationally. However, consideration of achievement needs in addition to include some exploration of the starting point and individual circumstances for a child, in order to evaluate their progress.

eProfile supports transition

The primary purpose of the EYFS profile is to provide year 1 practitioners with reliable and accurate information about each child's level of development as they reach the end of the EYFS, enabling the teacher to plan an effective, responsive and appropriate curriculum that will meet all children's needs. This holistic picture should be shared with parents through the reporting process, and used to inform both the transition period as the child moves from EYFS into year 1 and the development of appropriate provision within year 1.

eProfile provides information for year 1 teachers about children's attainment at the end of EYFS in a clear format. This could provide a structure for discussions within the transition process alongside the guidance in later sections of this document relating to interpreting outcomes at the end of EYFS.

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eProfile supports reporting to parents

The statutory requirement for reporting to parents is set out each year within the ARA. Although parents have a right to receive the raw EYFS profile scores for their child, it is unlikely that these will provide the best summary of information at the end of the reception year. Most schools and many local authorities provide guidance as to how information about individual children might be shared with parents. This may include elements such as annotated photographs and learning stories which give a much more detailed and personal picture of the child's developing skills, interests and knowledge than numerical outcomes alone.

eProfile includes a report production facility, with a range of opportunities for teachers/practitioners to include personalised comments on each child's attainment. The programme includes several options to amend or cut and paste elements in order to contribute to other documents.

eProfile supports data collection

eProfile provides the means to create a final set of data that can be imported back to a school's MIS or returned to the local authority or relevant data collection agency.

eProfile supports school evaluation processes

The outcomes of EYFS profile assessment provide an important part of the picture of attainment for each school. Behind this picture of attainment lies the "story" of the school in terms of the specific characteristics of each cohort and the effectiveness of provision made to support each child's learning journey. Graphs and charts in eProfile can provide invaluable information for the evaluation of this provision, and the process of school development planning. Suggestions as to potential lines of enquiry and starting points for analysis are provided within the manual alongside a clear explanation of the content, and limitations, of each type of graph.

eProfile supports Local Authority Children's Services

By using eProfile in children's centres, nurseries and playgroups local authority children's services can start to collect together developmental information on a range of children. The eProfile team can help with setting up processes for collecting and collating the data for analysis and for seeding data sets for receiving establishments and schools.

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What's new?

eProfile is available in two forms. The difference between them is where the data is stored.

Standard eProfile works with data that is kept on the user's computer or on the school network. eProfile Cloud keeps the data on a cloud server for access over the internet (the machine must of course have a connection to the internet).

You may use eProfile v4 with separate databases in school as long as pupils are not duplicated. A facility to merge databases together is supplied.

eProfile Cloud provides a solution that holds the data securely with secure transmission. No data is held on the user's machine, so the software may be used beyond the school environment.

Support for eProfile

If your local authority or software support company has supplied the software (and the licence code) to you then all support issues must be directed to them. They will escalate difficult issues for you.

If you have purchased the software independently then all support enquiries go to enquiries@eprofile.org.uk.

Some questions get asked many times over. The web site has a FAQ section where you may find not only answers that you didn't realise were already in the manual(!) but solutions to queries that have arisen form real-world use of the software.

All initial enquiries are by email. While we will attempt to help in every way we can you must always seek the help of your network/ICT support person first, as the issue may be related to the ways your school's computers are set up. In cases of real difficulties we will get in touch by phone. In order to keep costs low we do not operate a help phone line.

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Version 4.20 Sept 2014

- Cloud and standard modules
- The facility to work with groups of pupils across cohorts.
- Recording DM assessments has changed. You now select a month on the assessment screen and this will be entered into any valid cell that you click on (in a manner similar to the backfill facility). This should speed up assessment recording where the date previously had to be picked from a drop down box for each and every assessment made.

New in version 4.10 Sept 2013

- Pupil assessments from last year shown if you recorded any. They may not be modified, but can be cleared if not a true reflection of the pupil's development over that time.
- Database checks (admin user only) places pupils into their correct year cohort and adjust the assessments accordingly if pupils wrongly loaded into wrong cohort.
- Total Restart (admin user only). Helps to clear pupil data prior to re-use of machine. Can be used prior to uninstall.
- Sticky pupils. A printout showing the number of months a pupil has stayed at the same assessment.
- PVIs and LA data collection. PVIs can record a dummy DFE (DCSF) establishment code in the permitted range of 3950 to 3599; generate UPNs based on this establishment number. Generate UPNs for independent schools with DFE nos. 6000-6999.

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Setting up eProfile for different users

eProfile v4 will not have a single password that gets everyone in (you can do this, but you should be aware of the implications – see below). Each user should have their own login name and separate password. One user, "admin", who will have an Administrator role, will be created for you when you first run eProfile, and this user will have the facility to create other users. Users can be of different types, each type having a differing level of access (privileges) to the data or settings. You do not have to create every type of user if you do not want to.

There are five types (roles) of user, and these are largely hierarchic:

Administrator	Overall control of users. Setting up school details. Everything else (in the tasks outlined in this document where a certain level of access is required it is assumed that the administrator has access to these, too).
Coordinator	Everything except admin roles. Privileges include amending pupil details and groups, setting up report preferences.
Teacher	Assess pupils and enter comments. View charts and printouts.
Headteacher	View data and printouts; enter report comments; create a CTF for the data return. A user with headteacher role has a view of assessments but not the right to amend them.
Office	Import names via CTF at any time. Create a data return CTF in eProfile at end of year.

You can give any normal name to a user, such as Ms Poole, Smith, Class 1, Bugs, … It's not likely that all roles need to have a named person attached except perhaps in a large school. You are recommended to have a second *sleeping partner* admin user whose name and password are kept in the school safe and never used except in an emergency.

Each user will be assigned to one of the above roles and when they use eProfile they will only be able to do what their role permits. There will be at least one administrator. All users can change their own passwords. While the administrator can reset the password of any user who has forgotten their password no-one can re-set an administrator's password, so a record of this must be securely stored in the school safe.

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Setting up eProfile in your school/setting

Choosing eProfile

Where a local authority has entered into an arrangement to purchase licences on behalf of the schools and settings in their area initial support to users will be provided through the local authority. Schools and settings that purchase eProfile independently of their local authority will receive support directly from the providers of eProfile.

The setup program is available on the eProfile web site: http://eprofile.org.uk. eProfile runs on Windows computers. If your computer has a valid copy of Microsoft Word and Microsoft Excel then you will be able to create the parents' report directly into a Word document and also open the spreadsheets that eProfile creates directly into Excel.

eProfile is owned and developed by Langskip Ltd and is available under an annual licence.

Any user may use the software free of charge during the Autumn term. While the software will continue prompt for a licence this prompt may be ignored during the time of free use. Some functionality may be restricted pending the purchase of a licence.

A valid licence code will be required from January 1st but it may be applied for and entered at any time.

Data protection common sense

eProfile standard (not the cloud version) stores data for individual children and users should be aware of the need to follow the normal procedures about allowing access to computers where data may be stored.

There will normally be preferred methods for data transfer between school and LA. Settings should take advice about ways in which transfer data should be collected.

Any backups of data that are made should also come under the agreed policies for protecting personal data within the school/setting or the LA. If data is to be stored on a pen drive then use pen drives that support data encryption. Keep data on portable media in the school safe except when it is being used

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A. We want to use eProfile Cloud

Install eProfile Cloud on the computer.

Run eProfile and log in to the cloud database using your login details.

eProfile will pick up an internet connection or a saved proxy server connection if this is stored in the usual location in the Windows registry. If this information is not found (e.g. where .PAC files are used) then you may need to use the bundled proxy server utility to register the settings (these will be saved in the Windows registry under HKEY_CURRENT_USER/SOFTWARE/Langskip)

B. We want to eProfile standard on use one computer

Install eProfile v4 Standard on the computer.

Run eProfile and choose to have eProfile create your database on this computer.

The user "admin" will be created – password is "password".

Create other users if you wish. Create a sleeping partner user with administrator role and keep the details in the school safe.

Close eProfile.

All users should now be able to run eProfile with their user login and password.

C. We want to use more than one computer for eProfile.

eProfile cloud is recommended.

Install eProfile v4 Standard. Run eProfile and enter your login details.

The user "admin" will be created – password is "password".

Create other users as appropriate. Create a sleeping partner user with administrator role and keep the details in the school safe.

Install eProfile on all of the other machines. Open eProfile and check that everything works as expected.

Sharing user names

It is not recommended that teachers share a single user name and password – ideally each should have their own. However, there is nothing to stop you sharing one identity, but users must be aware that login information should not be left where it can be seen by unauthorised people and users should not change passwords independently. Each user should have a separate account.

Never allow an administrator login and password to be shared.

What's the password?

When eProfile is first set up there is one user, *admin*. The password is *password*. As this is an obvious password it should be changed. If you change a password keep the details in the school safe.

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Getting Started with eProfile standard– administrator user's tasks

You will need to set eProfile up for users and ensure that the annual licence code has been entered correctly.

You will have ready:

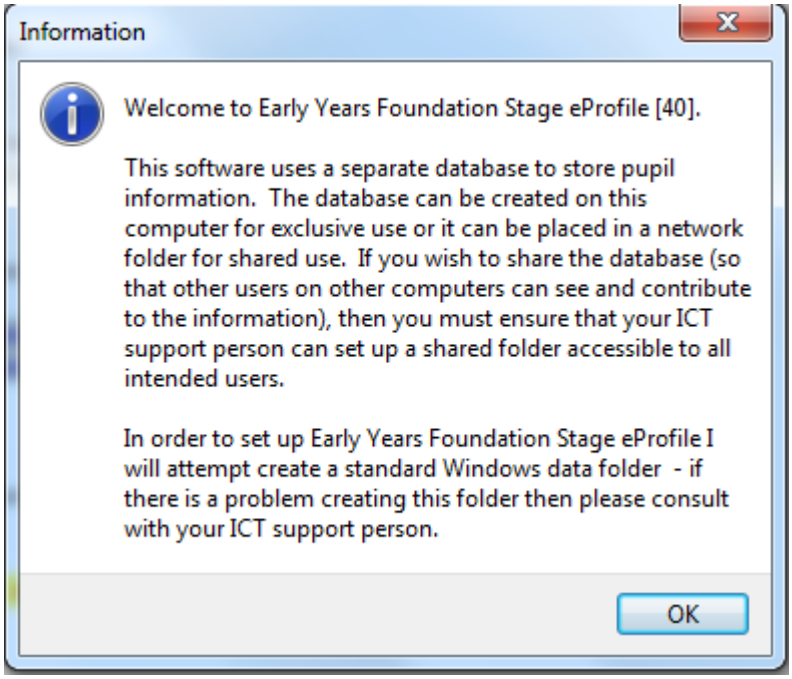
The school name as you wish to see it on printouts

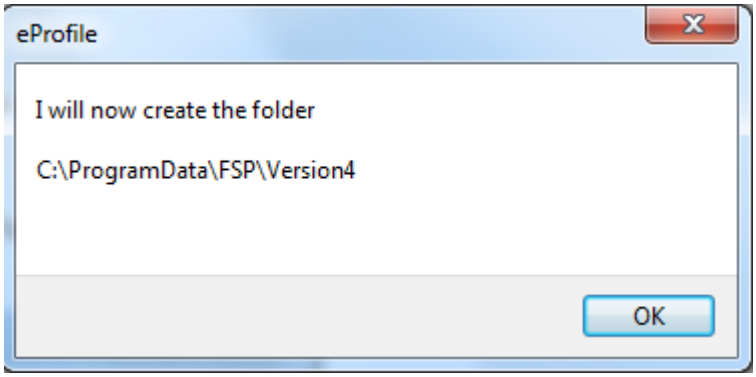
Your three digit LA number, and either a four digit DFE number or your 6 digit URN if your setting is a PVI or other provider.

The licence code for your school/setting if you have it.

A common transfer file containing pupil names for this cohort (this is the recommended format for entering pupil details)

Start eProfile from Start > Programs > Foundation Stage Profile > eProfile V4. In order to ensure that folders and data can be correctly set up you should ensure that you work with your ICT support person, who will advise and guide on suitable locations.


Information
Welcome to Early Years Foundation Stage eProfile [40].
This software uses a separate database to store pupil information. The database can be created on this computer for exclusive use or it can be placed in a network folder for shared use. If you wish to share the database (so that other users on other computers can see and contribute to the information), then you must ensure that your ICT support person can set up a shared folder accessible to all intended users.
In order to set up Early Years Foundation Stage eProfile I will attempt create a standard Windows data folder - if there is a problem creating this folder then please consult with your ICT support person.
OK



eProfile creates a folder using Windows' standard folder recommendations for data folders. The location differs between some versions of Windows, so please take note of the location. If an error message pops up instead then you should take steps to ensure that the folder can be created. You will probably have to log in to Windows as an administrator to sort this out –seek advice and guidance from your ICT support person.

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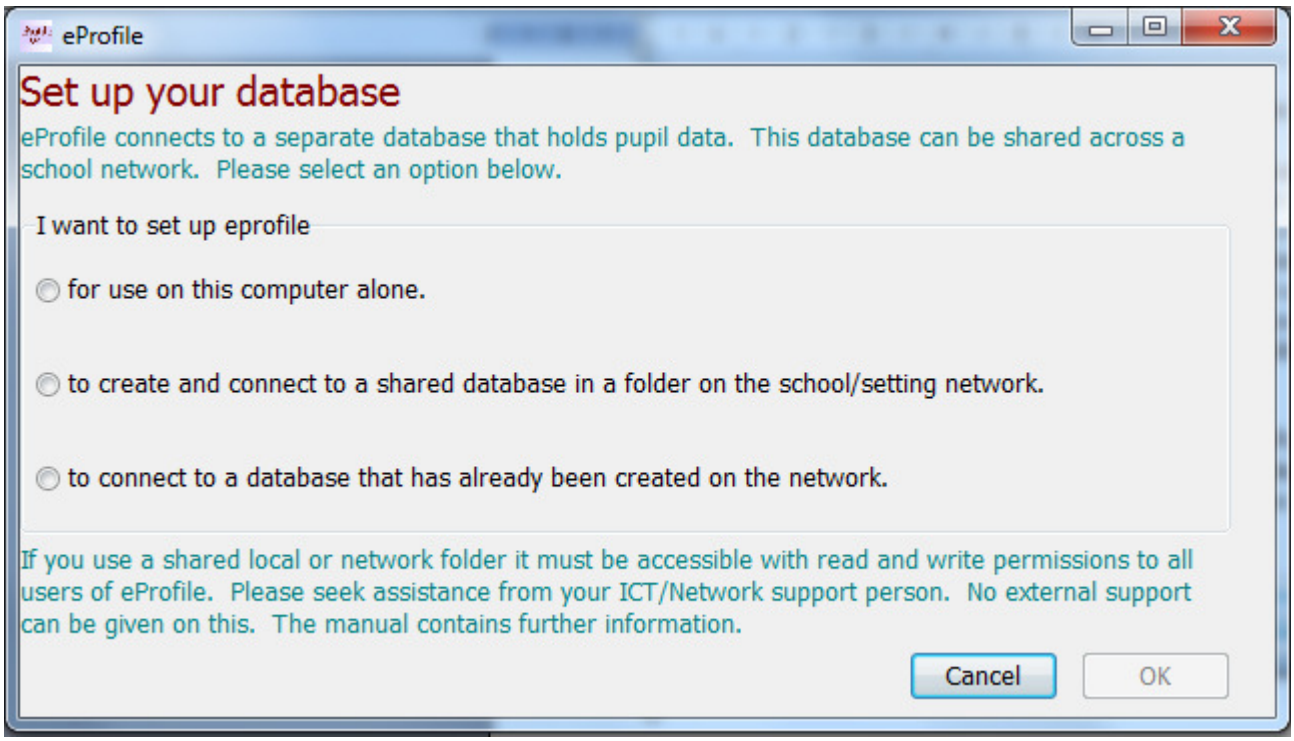

eProfile
Set up your database
eProfile connects to a separate database that holds pupil data. This database can be shared across a school network. Please select an option below.
I want to set up eprofile
for use on this computer alone.
to create and connect to a shared database in a folder on the school/setting network.
to connect to a database that has already been created on the network.
If you use a shared local or network folder it must be accessible with read and write permissions to all users of eProfile. Please seek assistance from your ICT/Network support person. No external support can be given on this. The manual contains further information.
Cancel
OK

You have three options. The first is for simple standalone use where the database will be created on the computer in the recently created folder.

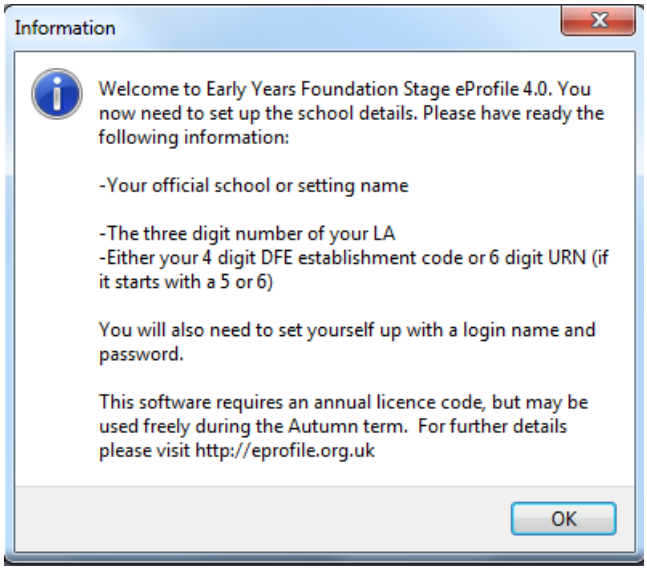
The second allows you to select a network folder where you would like to have the database created for you. A network location ensures security of the data within the security of the school's network. It also allows other installations of eProfile on other computers to share the database.

This gives rise to the third option, where this particular installation of eProfile is going to connect with the database that has already been created.

The second and third options place a text file in the original data folder with information as to where the database may be located. Amending this file may cause unforeseen hazards.

Clicking on any of the options will bring up a message window with further details to help you make your choice.

After the database is created you will enter some basic information about your school.


Information
Welcome to Early Years Foundation Stage eProfile 4.0. You now need to set up the school details. Please have ready the following information:
-Your official school or setting name
-The three digit number of your LA
-Either your 4 digit DFE establishment code or 6 digit URN (if it starts with a 5 or 6)
You will also need to set yourself up with a login name and password.
This software requires an annual licence code, but may be used freely during the Autumn term. For further details please visit http://eprofile.org.uk
OK

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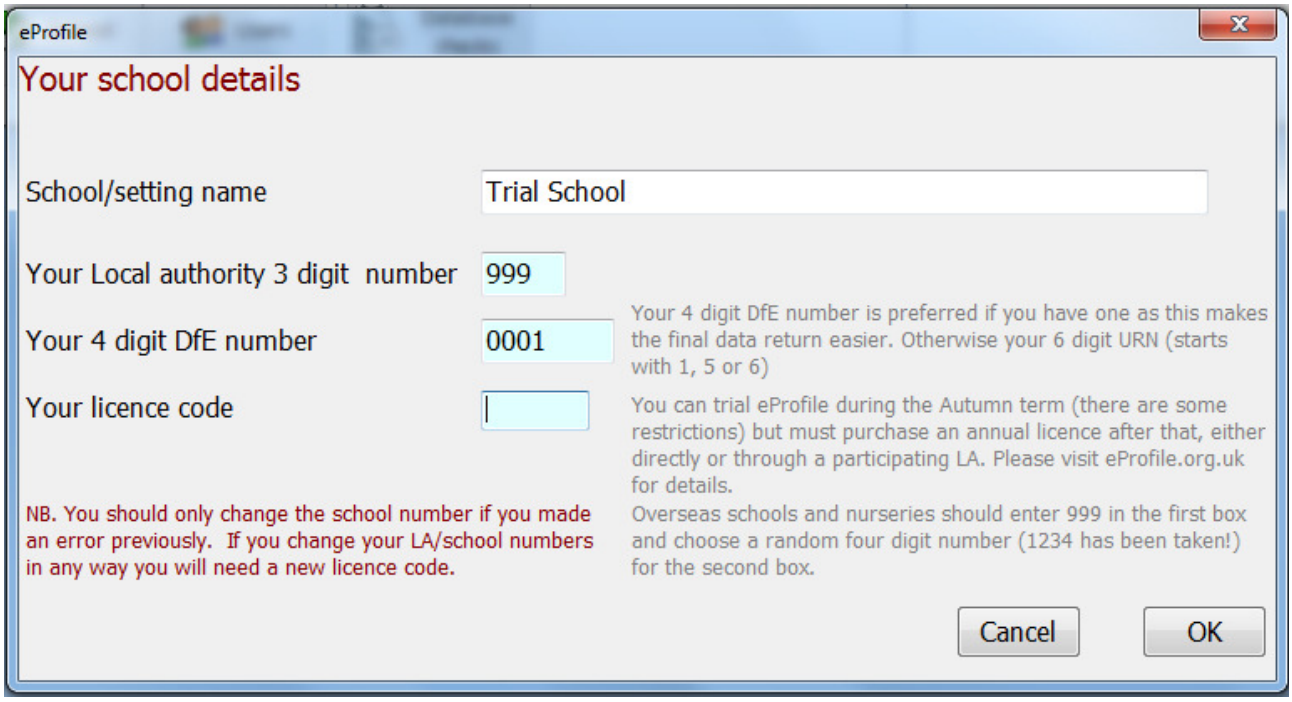
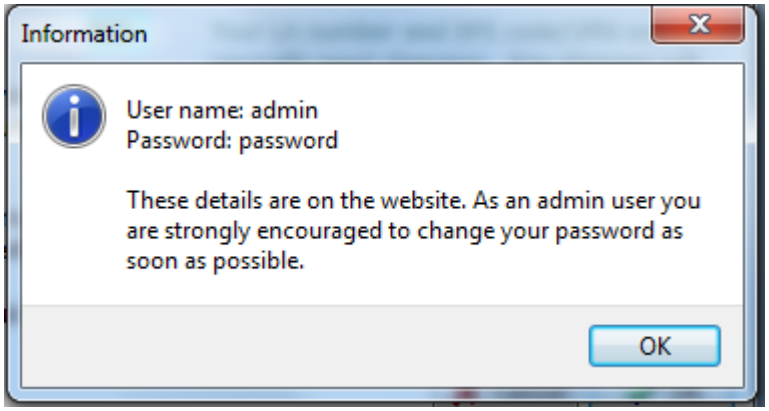

eProfile
Your school details
School/setting name
Trial School
Your Local authority 3 digit number
999
Your 4 digit DfE number
0001
Your 4 digit DfE number is preferred if you have one as this makes the final data return easier. Otherwise your 6 digit URN (starts with 1, 5 or 6)
Your licence code
You can trial eProfile during the Autumn term (there are some restrictions) but must purchase an annual licence after that, either directly or through a participating LA. Please visit eProfile.org.uk for details.
NB. You should only change the school number if you made an error previously. If you change your LA/school numbers in any way you will need a new licence code.
Overseas schools and nurseries should enter 999 in the first box and choose a random four digit number (1234 has been taken!) for the second box.
Cancel
OK

Once you have entered school details you will be assigned the default user name *admin* and password *password*. The password is so obvious (as well as in every manual and on the web site) that you must change it for the sake of security as soon as you get a chance. Keep the details in the school safe.

PVIs

If your school uses a 6 digit number you will be prompted to enter a temporary dummy DFE code for your school. This will be used at data collection time. You do not have to enter details now but you will need to if you are LA-funded and have summer born pupils in order to return final data to your local authority. Please refer to Annex 7


Information
User name: admin
Password: password
These details are on the website. As an admin user you are strongly encouraged to change your password as soon as possible.
OK

This user has administrator privileges. You can set up other users and assign them roles (see *Setting eProfile up with separate users* above)

At this point you can log in.

You may still not have entered the licence code, but this can be entered later. eProfile is free to use in the Autumn term (the software will still prompt for a licence code), but a licence code is required for use from January to August.

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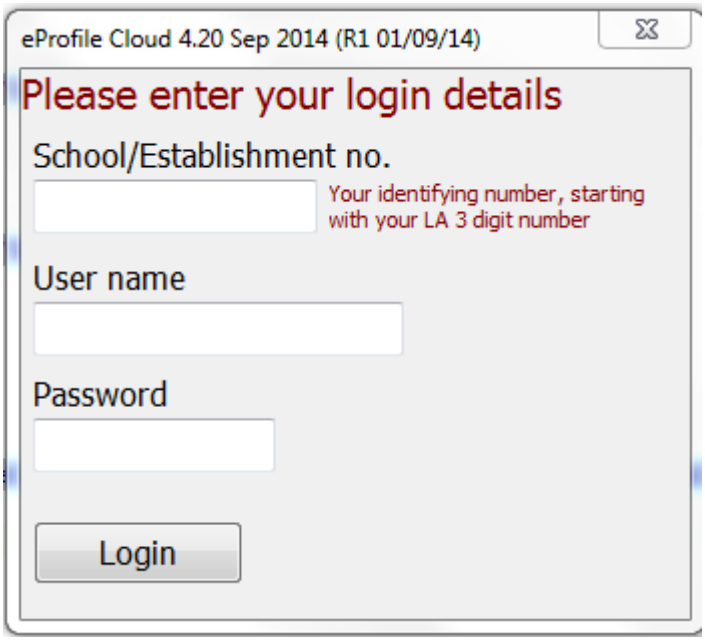
Getting Started with eProfile cloud

You will need to set eProfile up for users and ensure that the annual licence code has been entered correctly.

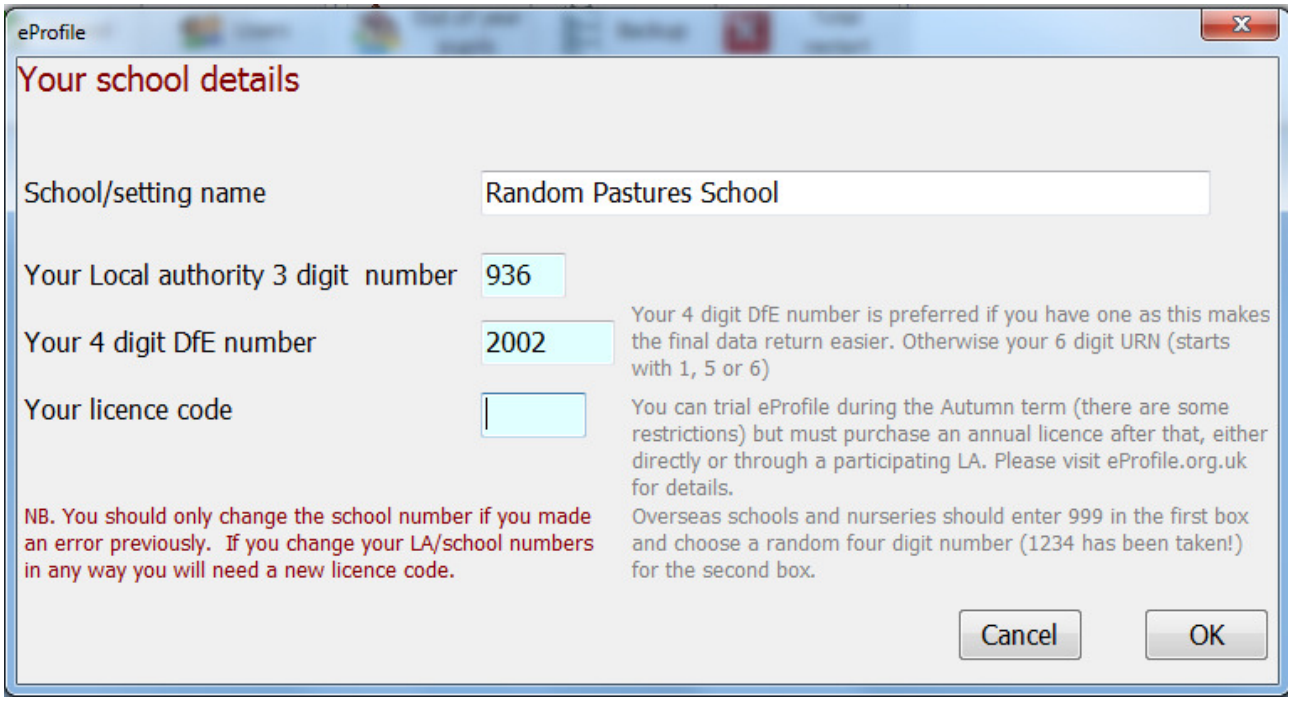
Start eProfile from Start > Programs > Foundation Stage Profile > eProfile cloud V4.

Enter your login details


eProfile Cloud 4.20 Sep 2014 (R1 01/09/14)
Please enter your login details
School/Establishment no.
Your identifying number, starting with your LA 3 digit number
User name
Password
Login

A school with DFE number 2002 in LA 936 would enter 9362002 as their school/establishment number. This information will have been sent to you as part of the licence registration process.

If the licence code needs to be entered or renewed then you will be prompted to enter that.


eProfile
Your school details
School/setting name
Random Pastures School
Your Local authority 3 digit number
936
Your 4 digit DfE number
2002
Your 4 digit DfE number is preferred if you have one as this makes the final data return easier. Otherwise your 6 digit URN (starts with 1, 5 or 6)
Your licence code
You can trial eProfile during the Autumn term (there are some restrictions) but must purchase an annual licence after that, either directly or through a participating LA. Please visit eProfile.org.uk for details.
NB. You should only change the school number if you made an error previously. If you change your LA/school numbers in any way you will need a new licence code.
Overseas schools and nurseries should enter 999 in the first box and choose a random four digit number (1234 has been taken!) for the second box.
Cancel
OK

Check your school details, especially if your official numbers have changed. Go to the website eprofile.org.uk to send us a message if you are having difficulty with licence codes.

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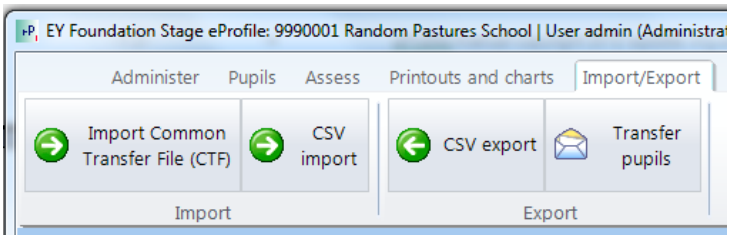
Importing pupil names

Access: Office (for CTF), coordinator

When the database has no pupil details loaded most of the buttons in eProfile are greyed out, as their functionality depends on pupils being present in the database.

Under the Pupils tab click on **Import Common Transfer File (CTF).** You will be prompted to locate the CTF on your system. eProfile will open it and read in all pupil details. See Annex 2 for more information



If you cannot produce a CTF (all maintained schools can) then you can create a CSV file for import. See Annex 3 for details.

It is possible to enter names manually, though it is discouraged because of the potential for error. You must check UPNs (for 4+ pupils) and pay attention to the styles and formats as represented in the CSV import section in Annex 3. Click on Add/Edit (under the Pupils tab) to add names manually.

Updating younger pupil records to include their UPN

If you are using eProfile with pupils who do not yet have a UPN it is possible that they may later be allocated a UPN, and this information should be reflected in the pupil records in eProfile.

Pupil IDs can be changed into UPNs by editing the pupil details manually. This is not a safe procedure because it is prone to human error.

Importing a Common Transfer File (CTF) is the safest method. eProfile will prompt you to match pupil records it holds against those you are importing. If eProfile has any pupils without valid UPNs they will be listed alongside any unmatched pupil records from the CTF for you to join manually.

This functionality is also available in the CSV import, though CTF import is the recommended method for getting pupil names loaded into eProfile.

How to create a Common Transfer file

There are a number of software companies that provide school management systems, and each has their own way of creating a CTF. You should consult the supplier's documentation for this.

The CTF format can carry all sorts of pupil information that goes beyond that needed for eProfile (e,g, contact phone numbers), where only the most basic pupil details are required. Your school system may have options to create just this level of information.

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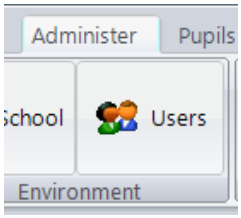
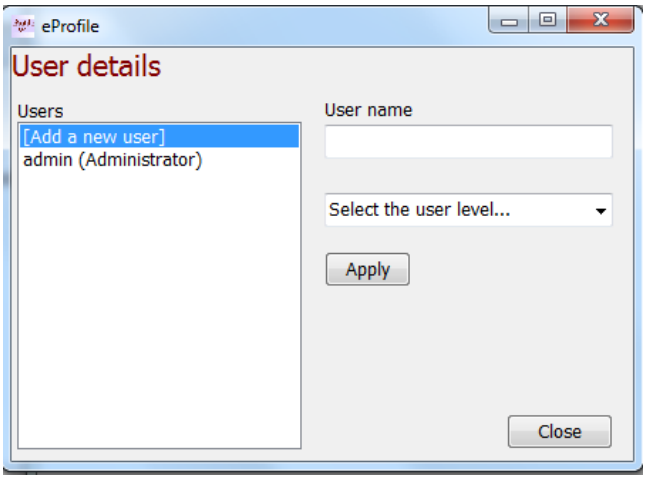
Setting up users



Click on **Users**. The user details screen lists all users currently set up. At the start there is only you. The user *admin* cannot be deleted or changed in any way.

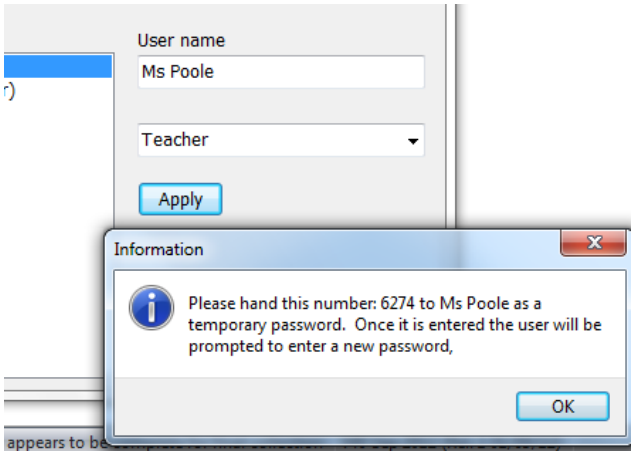
Click on [Add a new user], enter a name for the user and select the user level (role) this person is to have. The range of roles is listed under *Setting eProfile up with separate users* above.



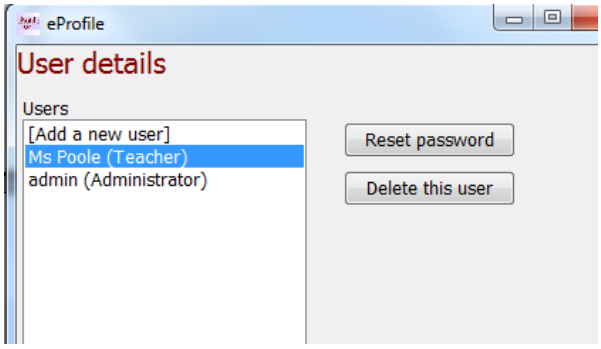
You do not have to make a user for every role. Choose only what will be appropriate for your school. Creating users with specific roles, however, does help to keep pupil data and assessments more secure. You are strongly advised not to make everyone an administrator.

Click on Apply after choosing the role for this user.

When Ms Poole opens eProfile and uses this information to log in she will immediately be asked for a new password. Make sure that Ms Poole is aware that this will happen so that she can come prepared with a suitable password. You are unable to see the password she chooses, but you can select her later under Users and re-set her password. Doing this will produce another message like the one above. Passwords are encrypted in the database.


User name
Ms Poole
Teacher
Apply
Information
Please hand this number: 6274 to Ms Poole as a temporary password. Once it is entered the user will be prompted to enter a new password,
OK

Users can also be removed from the database.



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Setting up other computers

Install the software on any other machines and open eProfile. eProfile Standard users will be prompted to connect to a database as before, and you will point to the location where the database was originally created. Once you have done this the computer is ready for use.

The Licence code

A licence code is required to run the software for the latest cohort for the full school year. This can be obtained through your LA if they have come into an agreement with the software producers, or directly from eprofile.org.uk. where further details are available. The software will run (with some restrictions) throughout the Autumn term, producing reminders but allowing you to choose to enter the licence code later. Between January and August eProfile will not run unless a valid licence code has been entered.

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Getting started – other users

eProfile cloud: you will need your school number as part of the login process. Please ensure your admin user gives you this detail as it is required when you log in.

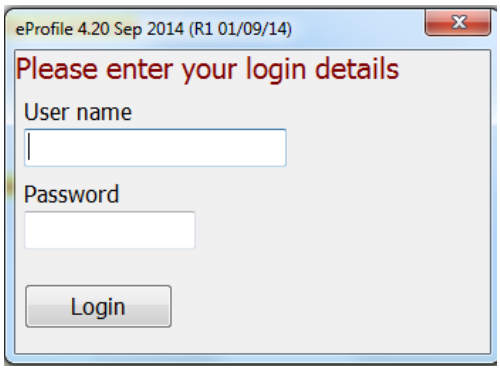
Cloud and Standard: Have ready your temporary password and a new password that you can remember, as you will have to enter this after you have logged in for the first time.

Run eProfile by selecting eProfile V4 or eProfile Cloud as instructed from the Start menu:

Start | All Programs | Foundation Stage profile | eProfile V4

Start | All Programs | Foundation Stage profile | eProfile Cloud V4

(You may have an icon or shortcut set up for you.)



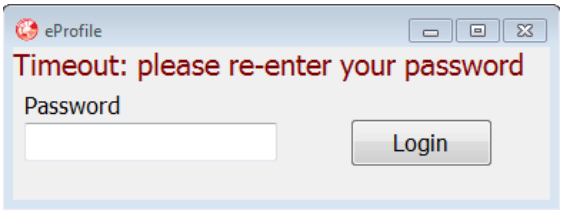
eProfile Cloud 4.20 Sep 2014 (R1 01/09/14)
Please enter your login details
School/Establishment no.
Your identifying number, starting with your LA 3 digit number
User name
Password
Login

eProfile cloud prompts for your school number. Enter your user name, the password you were given and select the cohort you want.
If you make a mistake the program will close. Start again.

Open eProfile and enter your user name and password. If you have been given a four-digit password by your administrator you can only use this once.

Timeout

eProfile has a timeout function. After around 5 minutes of inactivity a login screen will pop up – enter your password. The facility is there to protect your data.



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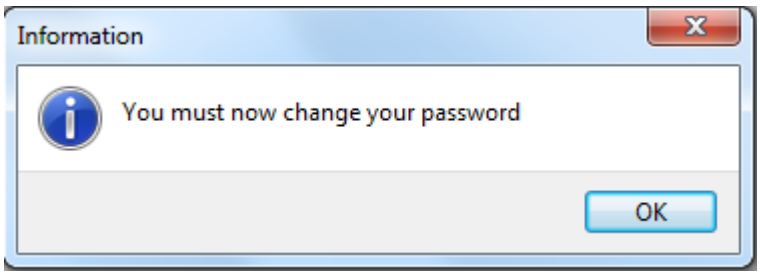
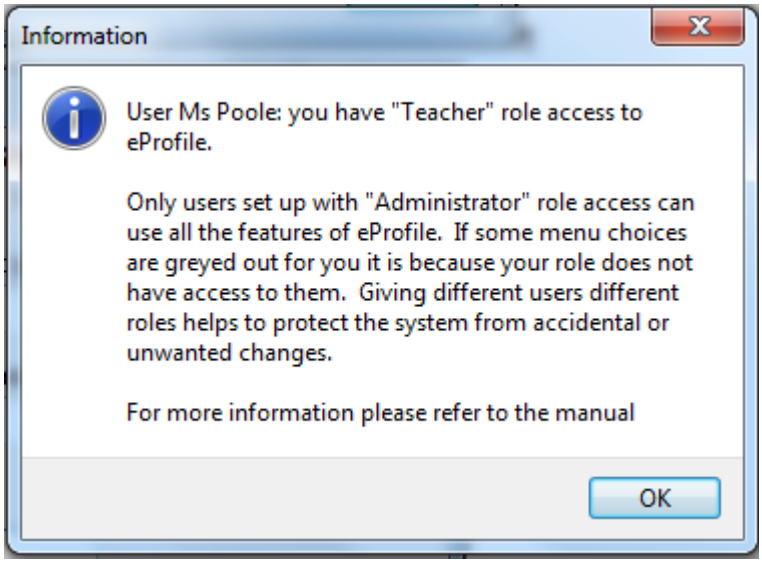
Logging in for the first time (or after having your password reset)

If this is the first time you have logged on with your user name you will be requested to enter a new password. Make sure you keep your password safe. No-one can retrieve it for you. Only the administrator can re-set it and give you another four-digit number to start again.



Click on **Change password** and then **Close**


Information
User Ms Poole: you have "Teacher" role access to eProfile.
Only users set up with "Administrator" role access can use all the features of eProfile. If some menu choices are greyed out for you it is because your role does not have access to them. Giving different users different roles helps to protect the system from accidental or unwanted changes.
For more information please refer to the manual
OK

A reminder of the role assigned to your login. You can see this window again by clicking on **About me** on the My Details tab

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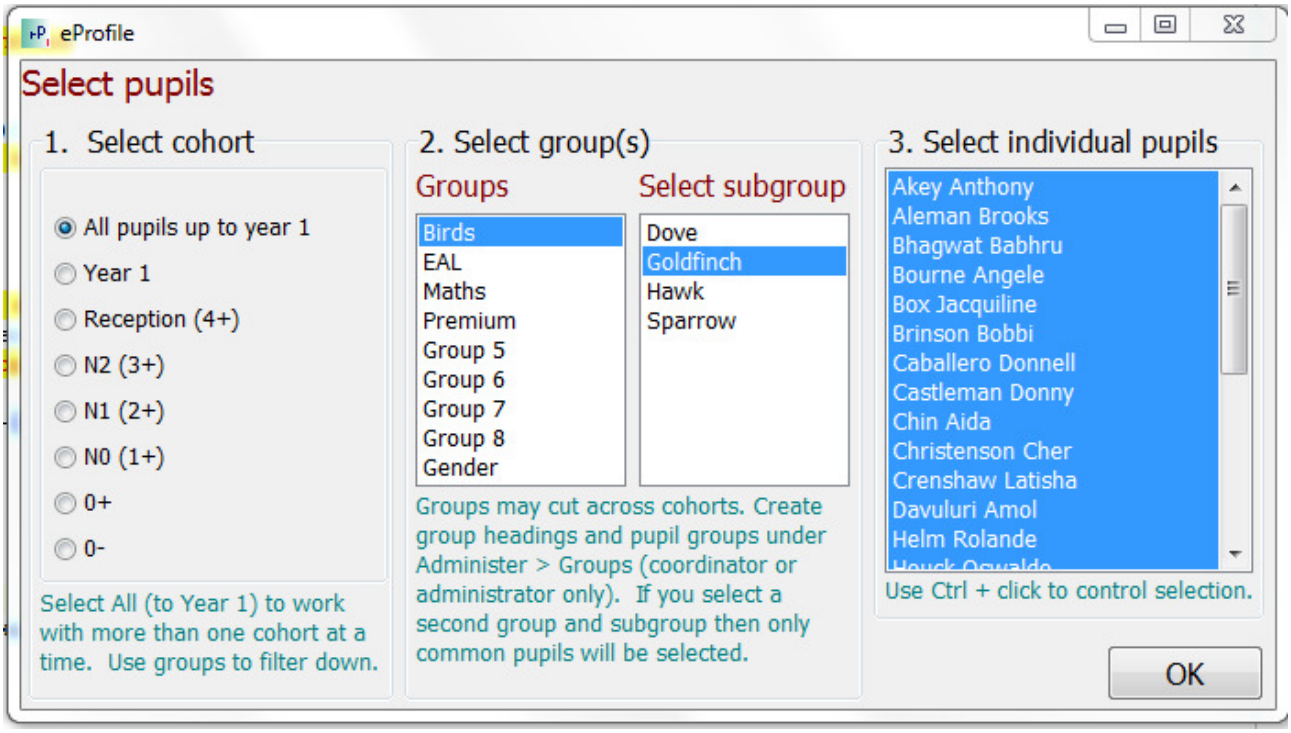
Selecting pupils and working with groups

When eProfile starts you will be asked to select the group of pupils with which you want to work. The dialogue box below is processed from left to right - select a year group or everyone up to year 1, then select a particular group, and finally pick out individual pupils. You do not have to work through each of the three sections. If you select a new cohort then everything to the right is reset.

You can work with pupils from mixed cohorts (assuming they exist in your data) by first selecting “All pupils up to year 1”.

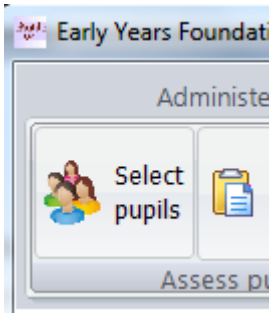


If no pupils meet your selection criteria then you will be warned and can start again. You would certainly end up with zero pupils in the display above if you select the Goldfinches (in the Birds group) and then try to select the Hawks, as no pupil can be in both subgroups. You may, however, refine your selection by picking from any of the other groups, where you will find that the available subgroups displayed represent only the pupils currently under selection.

Remember that refining your selection can not make it grow larger (think “and” rather than “or”).

You will be required to reselect pupils if you have made changes to the database that relate to the selection criteria – deletions, additions, group changes, etc.

To re-select pupils look for the Select pupils button.



Year 1 Cohort

The Year 1 cohort contains all of last year’s Reception pupils and is intended for use with those pupils for whom all or part of the EYFS programme is still valid. If you choose to use this information it is recommended that pupils still working within the EYFS programme are assigned to a group for easy selection and that the other pupils are not deleted.

When working with year 1 pupils the teacher should concentrate on developmental rather than final assessments.

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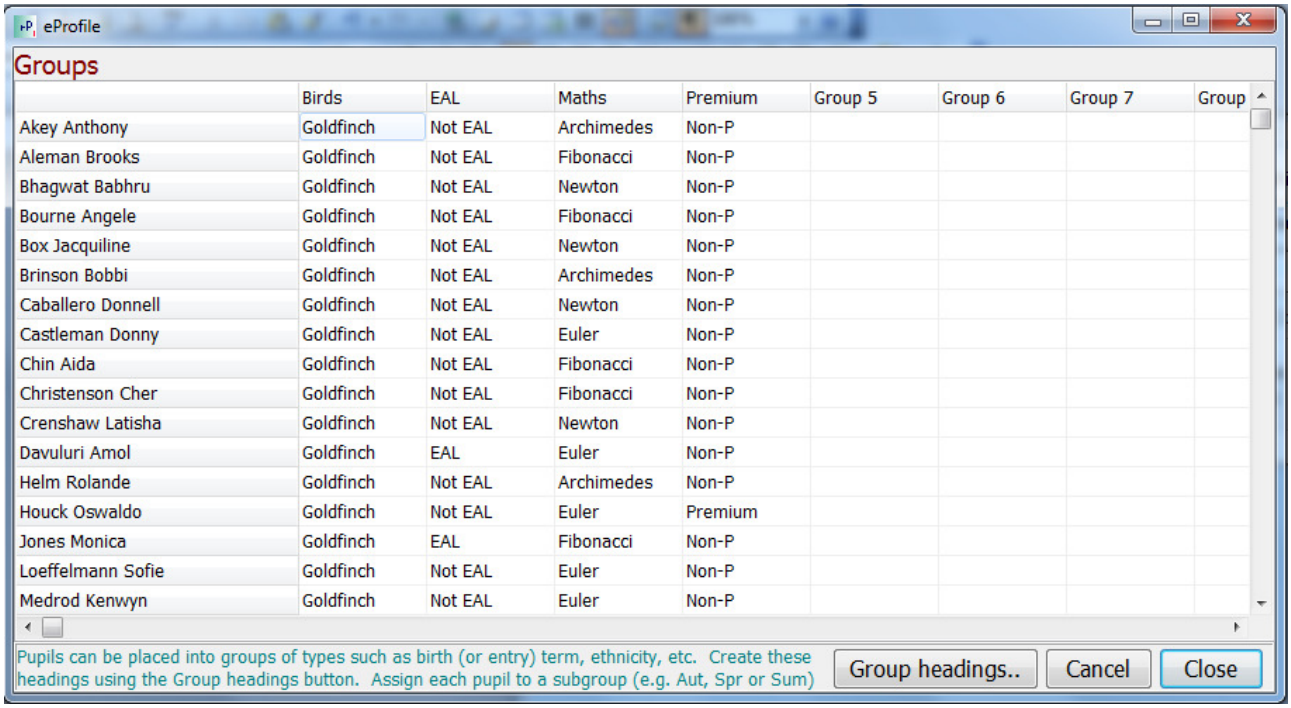
Creating and working with groups of pupils

Access: Coordinator


eProfile
Groups
Pupils can be placed into groups of types such as birth (or entry) term, ethnicity, etc. Create these headings using the Group headings button. Assign each pupil to a subgroup (e.g. Aut, Spr or Sum)
Group headings..
Cancel
Close

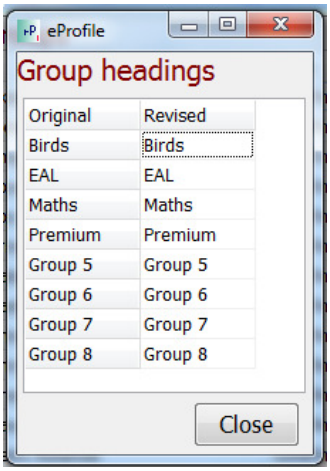
	Birds	EAL	Maths	Premium	Group 5	Group 6	Group 7	Group
Akey Anthony	Goldfinch	Not EAL	Archimedes	Non-P				
Aleman Brooks	Goldfinch	Not EAL	Fibonacci	Non-P				
Bhagwat Babhru	Goldfinch	Not EAL	Newton	Non-P				
Bourne Angele	Goldfinch	Not EAL	Fibonacci	Non-P				
Box Jacquiline	Goldfinch	Not EAL	Newton	Non-P				
Brinson Bobbi	Goldfinch	Not EAL	Archimedes	Non-P				
Caballero Donnell	Goldfinch	Not EAL	Newton	Non-P				
Castleman Donny	Goldfinch	Not EAL	Euler	Non-P				
Chin Aida	Goldfinch	Not EAL	Fibonacci	Non-P				
Christenson Cher	Goldfinch	Not EAL	Fibonacci	Non-P				
Crenshaw Latisha	Goldfinch	Not EAL	Newton	Non-P				
Davuluri Amol	Goldfinch	EAL	Euler	Non-P				
Helm Rolande	Goldfinch	Not EAL	Archimedes	Non-P				
Houck Oswaldo	Goldfinch	Not EAL	Euler	Premium				
Jones Monica	Goldfinch	EAL	Fibonacci	Non-P				
Loeffelmann Sofie	Goldfinch	Not EAL	Euler	Non-P				
Medrod Kenwyn	Goldfinch	Not EAL	Euler	Non-P				

eProfile offers up to eight groups or categories by which you can select pupils. These categories could be the registration class, pupil premium status, EAL, term of birth, term of entry, etc. In the example above there are four groups – Birds (names of classes), EAL, Maths and Premium. Under the Maths group in the selection above it would appear that pupils have been labelled using names of famous mathematicians.

Group names (headings) can be created and stored in eProfile. The same headings apply to all pupils in all year groups, so be sure to consider this before using up all the headings with one year group to the detriment of the others.

Some groupings may cover more than one cohort, e.g. assembly groupings, ethnicity, pupil premium. As an example the Group headed "EAL" covers all pupils in all year groups in the school. Note that binary groups (where it's yes the pupil is or no the pupil isn't) like EAL are best handled for analysis by labelling all children - in the above example a child is labelled either *EAL* or *Not EAL*. This means that you can select both ways and compare outputs of both subgroups.

If you do wish to work with groups but not with year 1 pupils (last year's year R) then you may need to clear or amend any groups information for them so that they do not get picked up with the other pupils.



To edit the group headings click on the **Group Headings** button and enter the headings.

Advanced: it is possible to create this information in a CSV file and import it.

Firstly export a CSV file (under Import/Export), open it using Excel or another package, remove all of the columns beyond the postcode column, fill in the details under the group headings columns (these may be renamed), save as a CSV file and close. **Do not change anything else.**

Import the CSV file.

You must follow these instructions as any other attempt at importing will probably not work. More information in Annex 3

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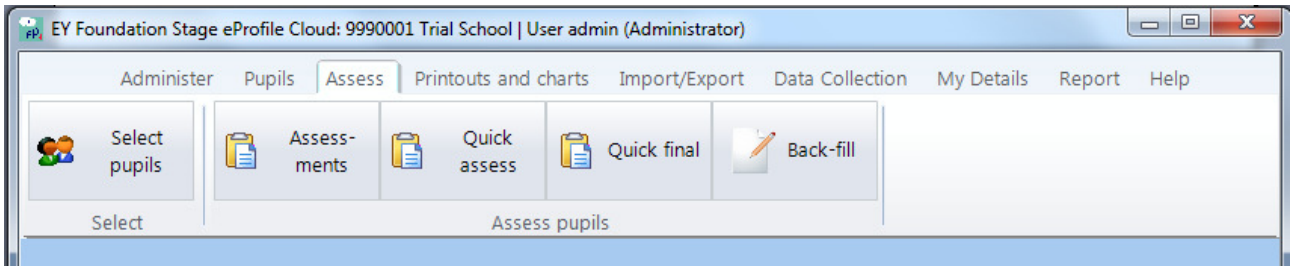
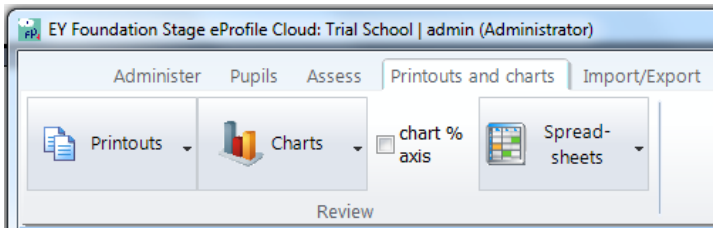
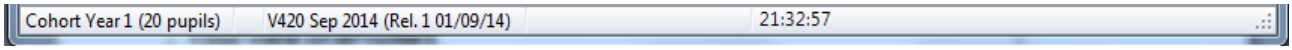




The main screen menus are displayed in tabs across the top of the screen. The *Assess* tab shows by default.

The information in the title bar describes the school and user information. The lower status bar describes the pupils selected, and version and release details.



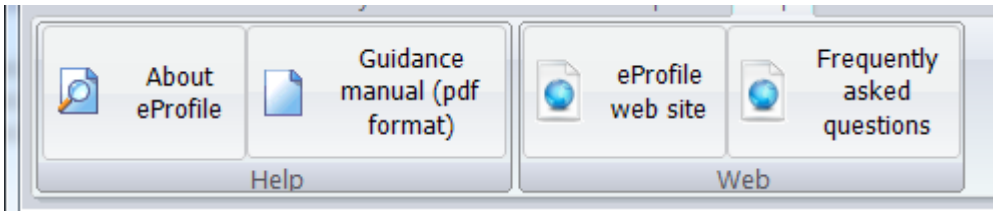
Hover over buttons to display some information about the button's function. Click on other tabs to reveal other toolbars. As with other Windows software, you can maximise a window to the size of the screen. This may be useful for charts and printouts.

Your view of eProfile

What you see on the screen will depend on the level of access you have been given by your administrator. Click on **About Me** to find out a little more.

Some buttons are greyed out if pupils have not yet been loaded into eProfile

Help



Open the help tab.

The **About** button offers a range of technical information.

This manual is also available to view.

There are links to the eProfile web site and to the frequently asked questions pages.

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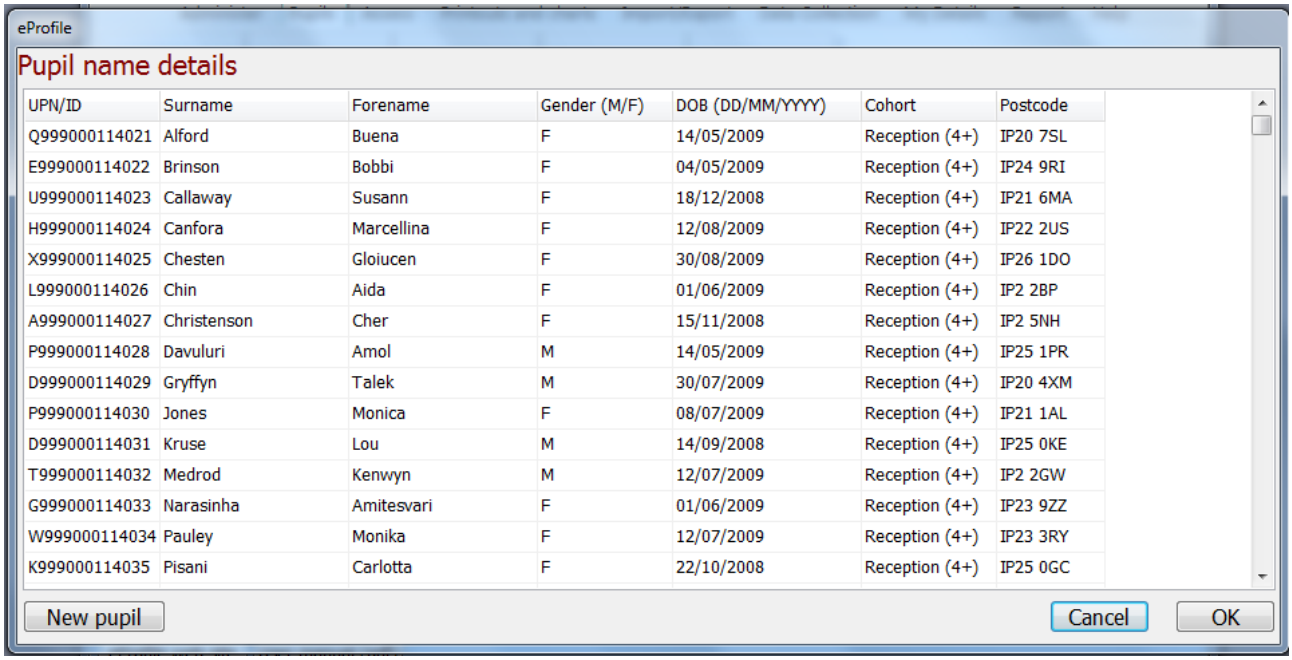
Editing pupil details

Access: Coordinator

Pupil names may be edited manually, but this is not recommended because of inaccuracies. You should always import names from a CTF where possible, or from a CSV file created from your central pupil list.


eProfile
Pupil name details
UPN/ID Surname Forename Gender (M/F) DOB (DD/MM/YYYY) Cohort Postcode
Q999000114021 Alford Buena F 14/05/2009 Reception (4+) IP20 7SL
E999000114022 Brinson Bobbi F 04/05/2009 Reception (4+) IP24 9RI
U999000114023 Callaway Susann F 18/12/2008 Reception (4+) IP21 6MA
H999000114024 Canfora Marcellina F 12/08/2009 Reception (4+) IP22 2US
X999000114025 Chesten Gloiucen F 30/08/2009 Reception (4+) IP26 1DO
L999000114026 Chin Aida F 01/06/2009 Reception (4+) IP2 2BP
A999000114027 Christenson Cher F 15/11/2008 Reception (4+) IP2 5NH
P999000114028 Davuluri Amol M 14/05/2009 Reception (4+) IP25 1PR
D999000114029 Gryffyn Talek M 30/07/2009 Reception (4+) IP20 4XM
P999000114030 Jones Monica F 08/07/2009 Reception (4+) IP21 1AL
D999000114031 Kruse Lou M 14/09/2008 Reception (4+) IP25 0KE
T999000114032 Medrod Kenwyn M 12/07/2009 Reception (4+) IP2 2GW
G999000114033 Narasinha Amitesvari F 01/06/2009 Reception (4+) IP23 9ZZ
W999000114034 Pauley Monika F 12/07/2009 Reception (4+) IP23 3RY
K999000114035 Pisani Carlotta F 22/10/2008 Reception (4+) IP25 0GC
New pupil
Cancel
OK

Click on **Add/Edit**. Names may be edited and new ones added by clicking on **New pupil**, which will add an extra line to the grid for you to fill in.

UPNs are required for Reception pupils. PVIs and independents should refer to annex 7.

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Removing pupils

Access: Coordinator

Make a backup prior to removing pupils.

Proceed with caution. Please read all messages and check what you are doing carefully.

Click on **Remove pupils**. Select the pupil or pupils you wish to remove. Deletions are permanent.

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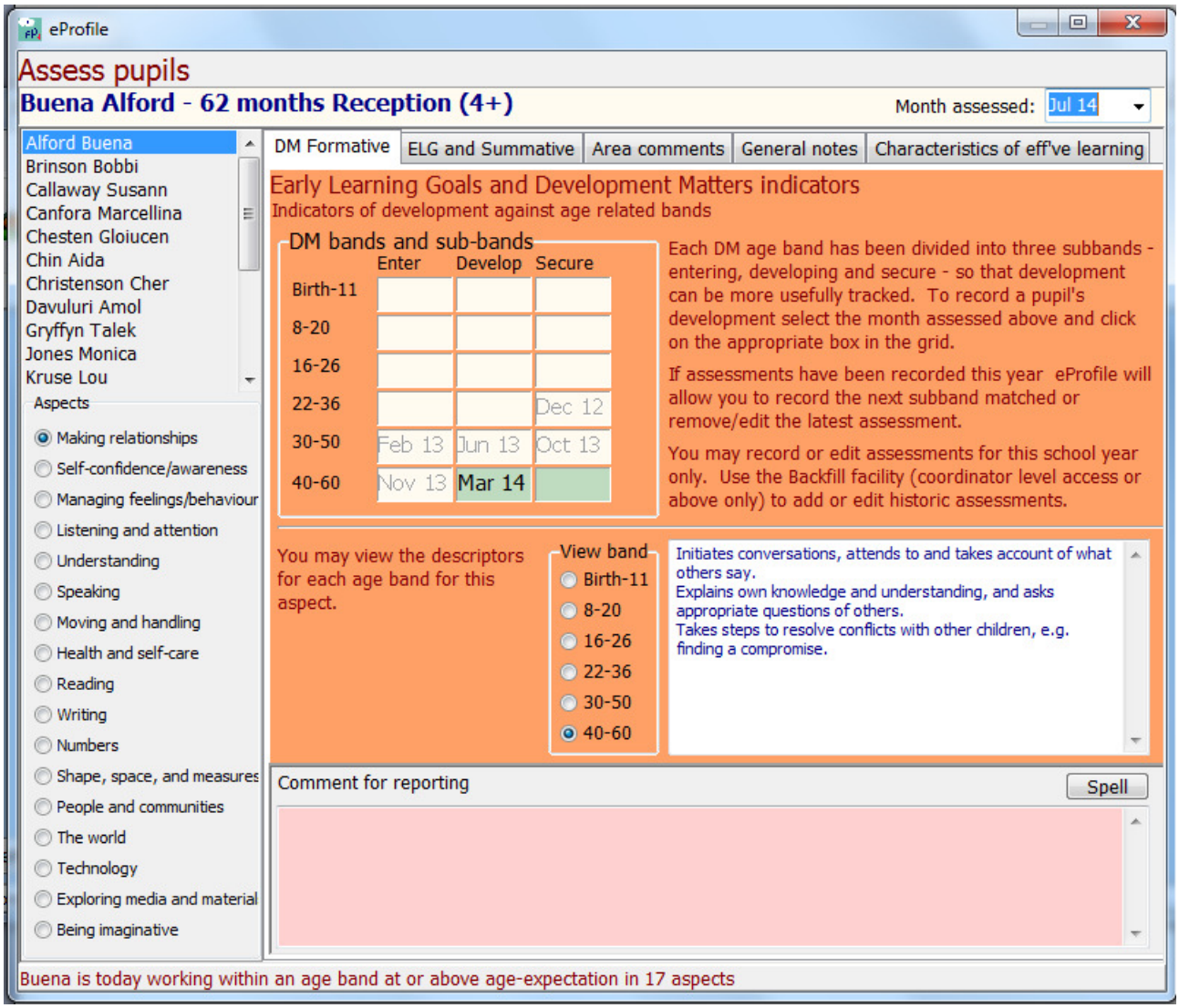
Entering assessments

Access: Teacher

Age bands in eProfile are broken into three parts, namely entering, developing and secure. Final judgements against Early Learning Goals for Reception pupils are made around June for collection by your LA if you are required to do this.

Select **Assessments** from the Assess tab.


eProfile
Assess pupils
Buena Alford - 62 months Reception (4+)
Month assessed: Jul 14
Alford Buena
Brinson Bobbi
Callaway Susann
Canfora Marcellina
Chesten Gloiucen
Chin Aida
Christenson Cher
Davuluri Amol
Gryffyn Talek
Jones Monica
Kruse Lou
Aspects
Making relationships
Self-confidence/awareness
Managing feelings/behaviour
Listening and attention
Understanding
Speaking
Moving and handling
Health and self-care
Reading
Writing
Numbers
Shape, space, and measures
People and communities
The world
Technology
Exploring media and material
Being imaginative
DM Formative
ELG and Summative
Area comments
General notes
Characteristics of eff've learning
Early Learning Goals and Development Matters indicators
Indicators of development against age related bands
DM bands and sub-bands
Enter Develop Secure
Birth-11
8-20
16-26
22-36 Dec 12
30-50 Feb 13 Jun 13 Oct 13
40-60 Nov 13 Mar 14
Each DM age band has been divided into three subbands - entering, developing and secure - so that development can be more usefully tracked. To record a pupil's development select the month assessed above and click on the appropriate box in the grid.
If assessments have been recorded this year eProfile will allow you to record the next subband matched or remove/edit the latest assessment.
You may record or edit assessments for this school year only. Use the Backfill facility (coordinator level access or above only) to add or edit historic assessments.
You may view the descriptors for each age band for this aspect.
View band
Birth-11
8-20
16-26
22-36
30-50
40-60
Initiates conversations, attends to and takes account of what others say.
Explains own knowledge and understanding, and asks appropriate questions of others.
Takes steps to resolve conflicts with other children, e.g. finding a compromise.
Comment for reporting
Spell
Buena is today working within an age band at or above age-expectation in 17 aspects

Select a pupil from the list and an aspect. The information in the orange section shows age bands attained over time. They are split into three "stages" of development through each particular age band, entry, developing and secure.

Entering, developing and secure

Please remember that there are no national criteria for this and that judgements made in one school or local authority area may not exactly match those in another.

The relevant text from Development Matters is shown and descriptors for other age bands may be selected.

The pupil in this example (Reception in 2013-2014) was judged to be entering the 40-60 month age band in November 13 and developing in March 14.

The assessment history is visible. Anything recorded in a previous year cannot be changed in this section – see Backfill below.

What if a pupil does not move?

Some pupils may develop slowly and may be stuck on one assessment point. In this situation you should keep the original date of the assessment. The **Sticky pupils** printout may be of use here.

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Recording an assessment

Select the month from the box by the pupil's name. This defaults to this month but can be changed. eProfile stores the month in which an assessment was made.

The **DM bands and subbands** grid shows 18 boxes that represent the six age bands vertically, each with three sub-bands horizontally. The top left box represents entering the 0-12 age band and the bottom right represents secure in the 40-60 band. A date in a box represents the date the teacher has recorded when that pupil was judged to be working at the point of development represented by that box.

The boxes with green backgrounds are available for you to click on. In the example above you can click on the 40-60 secure box and it will then display the selected month, indicating that you have assessed the child to be secure in the 40-60 band in this aspect in the month you selected. Click on it again to clear it if you have made a wrong entry. Select a different month and re-click if the month was incorrect.

If instead you click on the 40-60 developing box then that box would be cleared.

When to record assessments

eProfile encourages consecutive assessment and does not permit leaps over sub-bands during the year. If a pupil has made a leap since the previous assessment then fill in any intervening sub-band boxes with the same selected month. We encourage developmental recording as opposed to practice of an "assessment week", which not only can miss out the finer points of a child's development but also does not promote the best practice in observing and recording in real time.

In short: click on an empty green cell to enter the selected month into it. Click on a filled green cell to clear it.

If no assessments have been made then all boxes will show green but once an assessment has been recorded all those boxes to the left and above will be greyed out.

The status bar at the bottom gives an indication of the pupil's development in relation to age, showing the number of aspects where s/he is currently below, within or above the age-appropriate age band.

Slow-moving pupils and regression

Pupils who make little or no movement will not have much recorded against them compared to other children.

If a child stays at the same development point there is no benefit in updating the date as this will overwrite the date when the child first reached that point. Some teachers have argued that they want to prove that they have made an assessment, even if the child has not moved. We would encourage teachers to consider the box above and also to use the general notes to record that no change has been noted at the particular month.

Pupils who fall back over time are very difficult to manage as eProfile only records one date when an assessment was made. However, by combining good assessment practice with relevant printouts evidence can be gathered to show that a child may be demonstrating regression.

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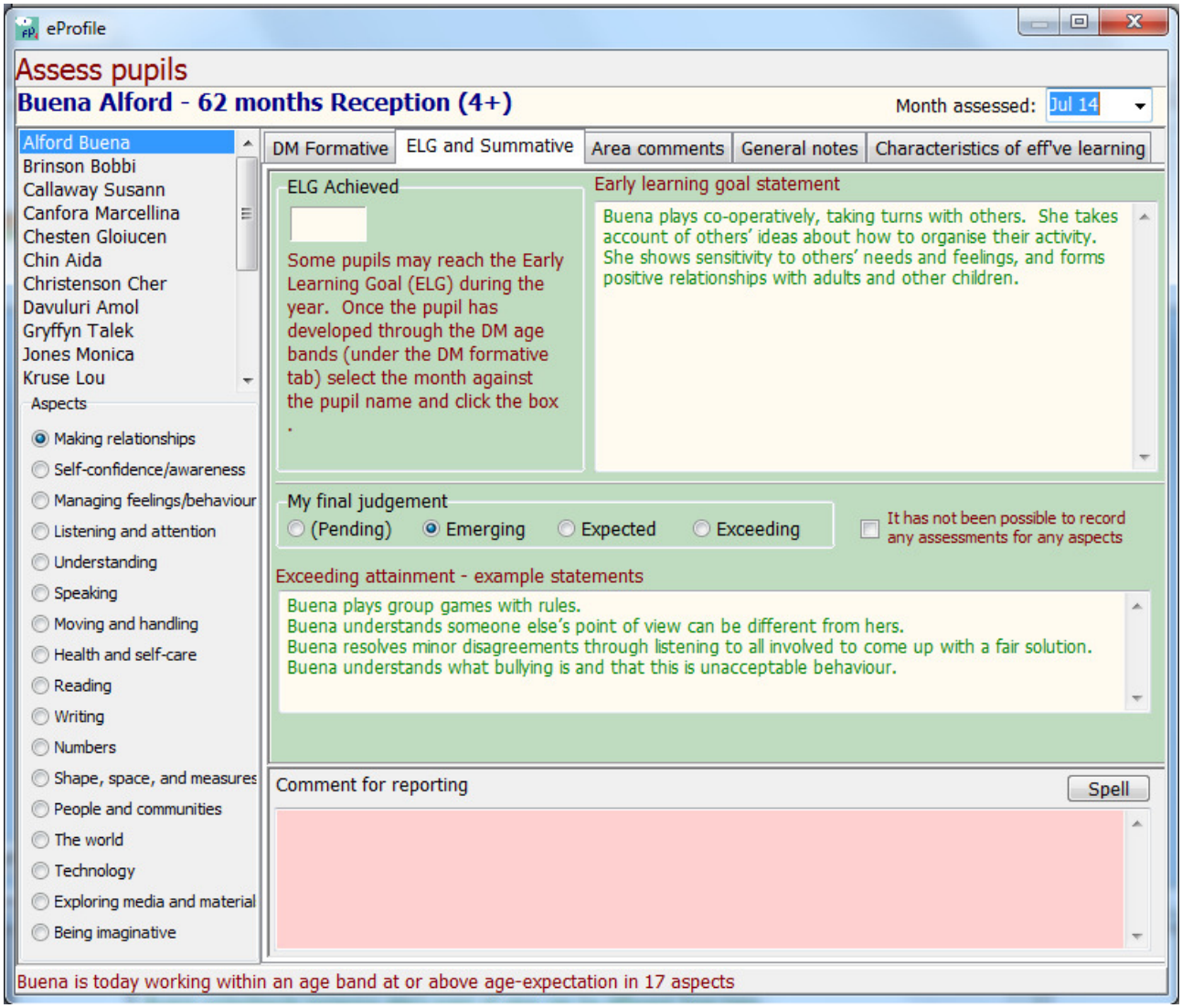
ELG and Summative information


eProfile
Assess pupils
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Christenson Cher
Davuluri Amol
Gryffyn Talek
Jones Monica
Kruse Lou
Aspects
Making relationships
Self-confidence/awareness
Managing feelings/behaviour
Listening and attention
Understanding
Speaking
Moving and handling
Health and self-care
Reading
Writing
Numbers
Shape, space, and measures
People and communities
The world
Technology
Exploring media and material
Being imaginative
DM Formative
ELG and Summative
Area comments
General notes
Characteristics of eff've learning
ELG Achieved
Some pupils may reach the Early Learning Goal (ELG) during the year. Once the pupil has developed through the DM age bands (under the DM formative tab) select the month against the pupil name and click the box .
Early learning goal statement
Buena plays co-operatively, taking turns with others. She takes account of others' ideas about how to organise their activity. She shows sensitivity to others' needs and feelings, and forms positive relationships with adults and other children.
My final judgement
(Pending)
Emerging
Expected
Exceeding
It has not been possible to record any assessments for any aspects
Exceeding attainment - example statements
Buena plays group games with rules.
Buena understands someone else's point of view can be different from hers.
Buena resolves minor disagreements through listening to all involved to come up with a fair solution.
Buena understands what bullying is and that this is unacceptable behaviour.
Comment for reporting
Spell
Buena is today working within an age band at or above age-expectation in 17 aspects

Once the pupil has reached the final point in the Development Matters bands it is possible to record him or her having achieved the early learning goal (ELG).

From this point on the pupil may be engaged in some part of the KS1 programme of study, especially if the ELG has been achieved in any specific areas. eProfile does not look at progress beyond the ELG.

The Final judgement section is for making the judgement that is returned to your LA. "Expected" relates (but is not bound) to the ELG statement, which relates to attainment within the 40-60+ age band. There are no automatic links between them as the teacher is left to make his or her own professional judgements. "Exceeding" is related to higher attainment.

The check box to the right of the final judgement applies to the whole profile – a child is assessed against all aspects or none. This is what is expected for data collection. In the latter scenario there must be strong evidence to show why no assessments can be made, and judgements like this should be referred to your early years support person. As a consequence, marking this box implies that there is no developmental information, and this will be cleared if you wish to proceed.

The ELG and Exceeding texts (which are examples of what might be expected and not a tick list) are presented in a personalised form, and all the text in the boxes can be copied and used as a basis for a comment for reporting. There is no direct link between a pupil reaching an age band or a final judgement and the wording of the descriptors, as all judgements are *best fit*, hence the facility for copying, pasting and editing.

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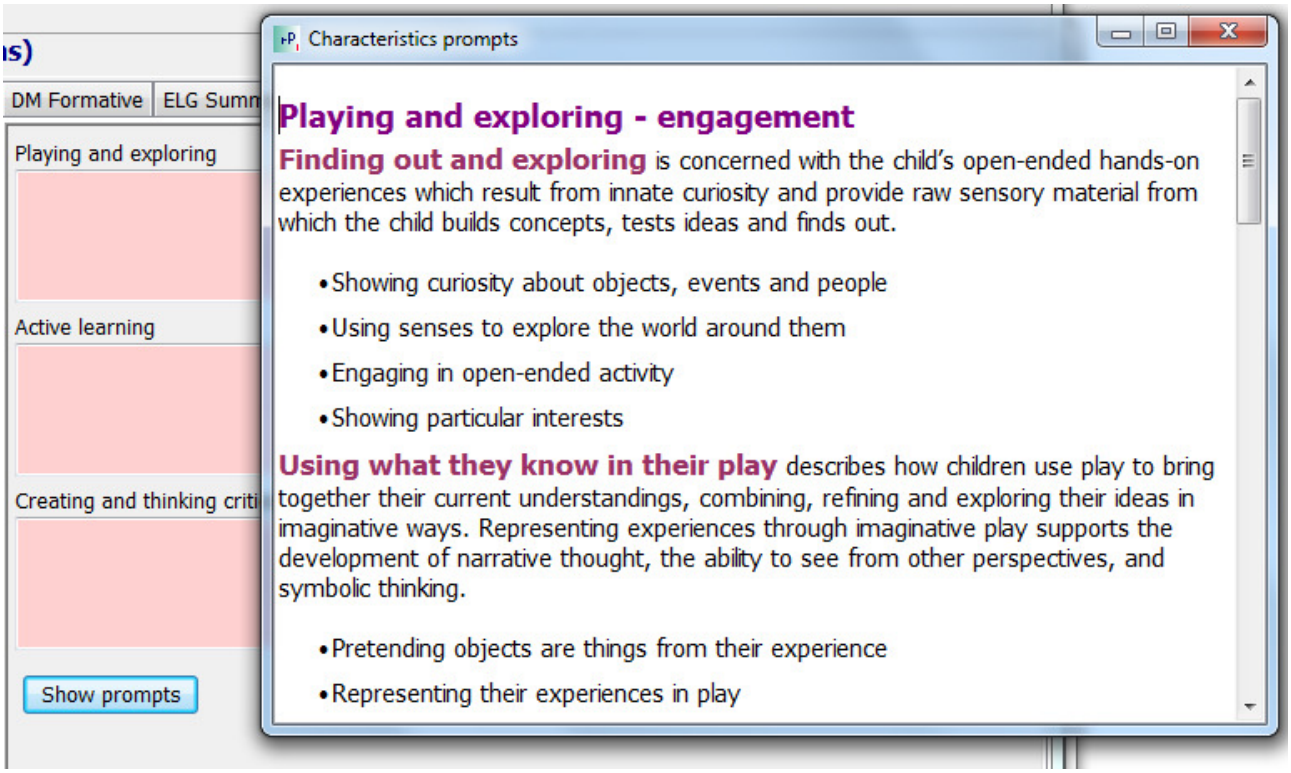
The other tabs cover comments for reporting at area of learning level – a school may wish to report on each aspect, each area of learning, or both. Please refer to the Reports to Parents section below.

The general comments section is for internal use only and not for reporting. It may be useful for holding notes about assessments.

The characteristics of effective learning, section forms part of the information for parents and for passing to the year 1 teacher.

To help fill the characteristics of effective learning boxes a set of prompts is included. Click the **Show prompts** button


DM Formative
ELG Summ
Playing and exploring
Active learning
Creating and thinking criti
Show prompts
Characteristics prompts
Playing and exploring - engagement
Finding out and exploring is concerned with the child's open-ended hands-on experiences which result from innate curiosity and provide raw sensory material from which the child builds concepts, tests ideas and finds out.
•Showing curiosity about objects, events and people
•Using senses to explore the world around them
•Engaging in open-ended activity
•Showing particular interests
Using what they know in their play describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.
•Pretending objects are things from their experience
•Representing their experiences in play

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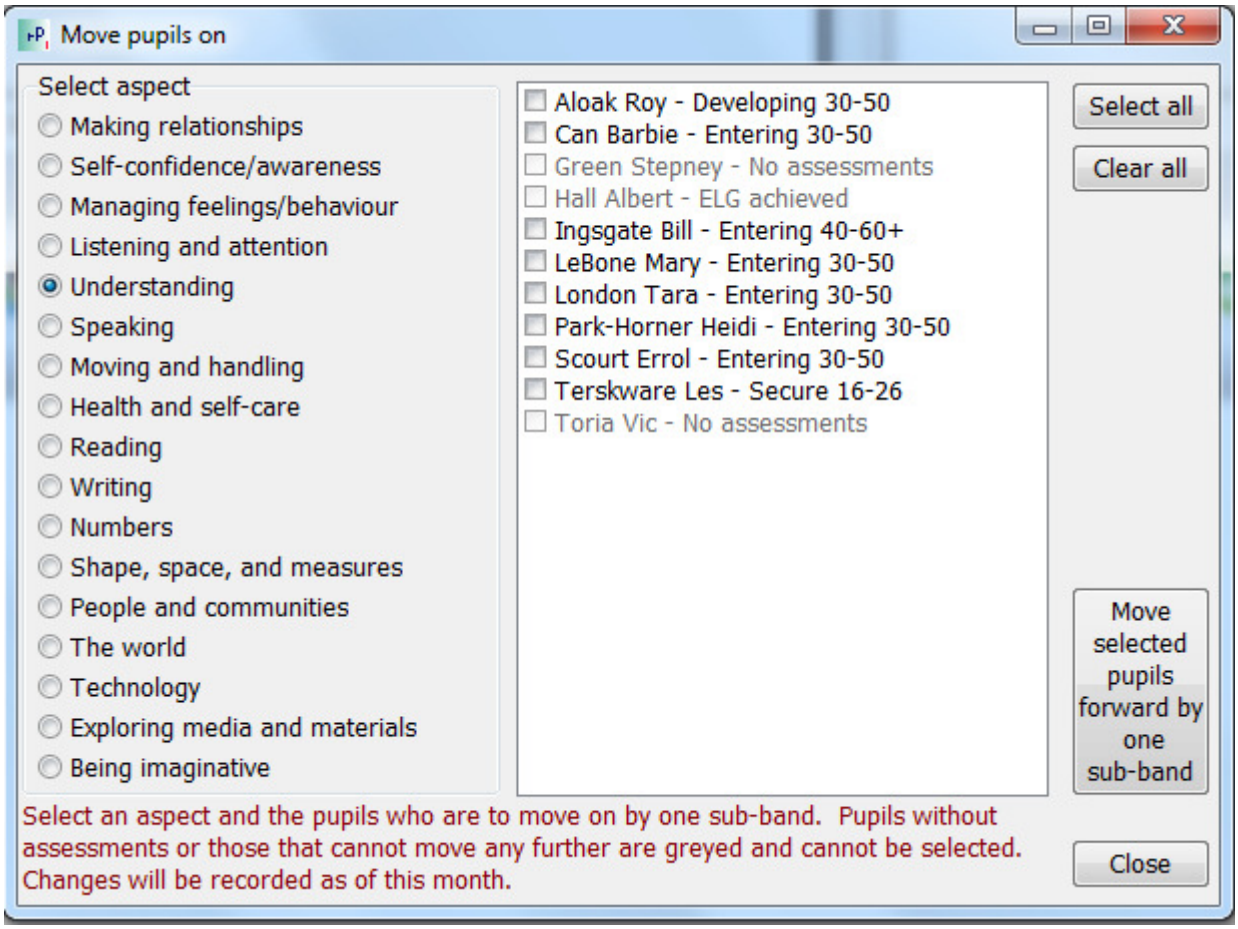
Quick assessments

Access: Teacher

This feature allows you to move all selected pupils on by one step in a selected aspect, e.g. if a pupil is at 40-60 entering in the aspect then this facility would move the pupil to developing in 40-60, using today's date to determine the month recorded for the new assessment. This applies to all selected pupils whatever their current position.

Pupils cannot be moved if they are at the end point or if there is no assessment recorded yet, and they will not be selectable.


Move pupils on
Select aspect
Making relationships
Self-confidence/awareness
Managing feelings/behaviour
Listening and attention
Understanding
Speaking
Moving and handling
Health and self-care
Reading
Writing
Numbers
Shape, space, and measures
People and communities
The world
Technology
Exploring media and materials
Being imaginative
Aloak Roy - Developing 30-50
Can Barbie - Entering 30-50
Green Stepney - No assessments
Hall Albert - ELG achieved
Ingsgate Bill - Entering 40-60+
LeBone Mary - Entering 30-50
London Tara - Entering 30-50
Park-Horner Heidi - Entering 30-50
Scourt Errol - Entering 30-50
Terskware Les - Secure 16-26
Toria Vic - No assessments
Select all
Clear all
Move selected pupils forward by one sub-band
Close
Select an aspect and the pupils who are to move on by one sub-band. Pupils without assessments or those that cannot move any further are greyed and cannot be selected. Changes will be recorded as of this month.

Select an aspect and pupils will be listed with their current assessments. Place a tick against the pupils whose assessment is to move up one step. Pupils who have no assessment or those at the ELG point clearly cannot move up a step so their listings are disabled and you cannot tick them.

Clicking on the Move selected pupils… button and all selected pupils will be marked as one step on using today's month. You will be able to check this out this under the main assessments screen. If you are unsure how the feature works then test it out with just one pupil.

Where is the flood-fill feature? The flood fill feature of the old eProfile related to the way the old framework worked. That scenario is incompatible with the new framework.

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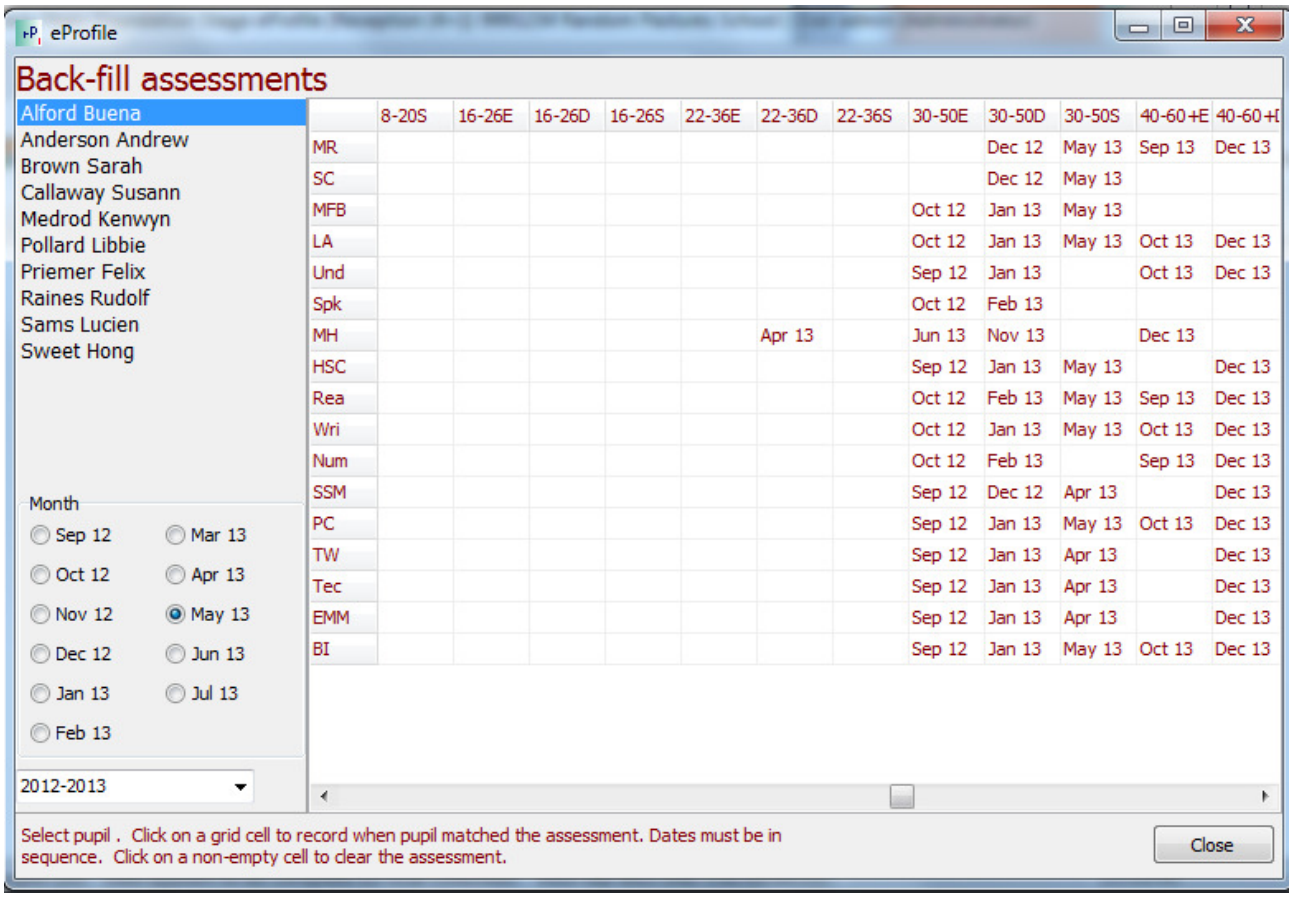
Backfill

Access: Coordinator

The backfill feature allows you to enter historic data. You can enter data for this year as well but the main purpose is to fill in assessments for previous years, which is not possible through the main assessments screen.


eProfile
Back-fill assessments
Alford Buena
Anderson Andrew
Brown Sarah
Callaway Susann
Medrod Kenwyn
Pollard Libbie
Priemer Felix
Raines Rudolf
Sams Lucien
Sweet Hong
Month
Sep 12
Mar 13
Oct 12
Apr 13
Nov 12
May 13
Dec 12
Jun 13
Jan 13
Jul 13
Feb 13
2012-2013
8-20S 16-26E 16-26D 16-26S 22-36E 22-36D 22-36S 30-50E 30-50D 30-50S 40-60+E 40-60+
MR Dec 12 May 13 Sep 13 Dec 13
SC Dec 12 May 13
MFB Oct 12 Jan 13 May 13
LA Oct 12 Jan 13 May 13 Oct 13 Dec 13
Und Sep 12 Jan 13 Oct 13 Dec 13
Spk Oct 12 Feb 13
MH Apr 13 Jun 13 Nov 13 Dec 13
HSC Sep 12 Jan 13 May 13 Dec 13
Rea Oct 12 Feb 13 May 13 Sep 13 Dec 13
Wri Oct 12 Jan 13 May 13 Oct 13 Dec 13
Num Oct 12 Feb 13 Sep 13 Dec 13
SSM Sep 12 Dec 12 Apr 13 Dec 13
PC Sep 12 Jan 13 May 13 Oct 13 Dec 13
TW Sep 12 Jan 13 Apr 13 Dec 13
Tec Sep 12 Jan 13 Apr 13 Dec 13
EMM Sep 12 Jan 13 Apr 13 Dec 13
BI Sep 12 Jan 13 May 13 Oct 13 Dec 13
Select pupil . Click on a grid cell to record when pupil matched the assessment. Dates must be in sequence. Click on a non-empty cell to clear the assessment.
Close

The grid displays all steps from entering 0-11 up to ELG. Once you have selected a pupil and a date any cell in the grid that you click will pick up that date as long as it is not out of sequence with assessments already entered. You cannot, for instance, place a pupil at 30-50 entering in April of last year if the pupil was already 30-50 developing in, say January of last year. In cases like that clicking on a cell will do nothing.

If the placement is valid then it will appear in the grid and will be visible as a past assessment in the main assessment screen.

Clicking on a cell with an assessment will **remove** that assessment. This allows the school to clear any assessments made in previous years if they are considered inaccurate or unsafe.

The **professional implications** of adjusting the assessments of a previous teacher or school should be carefully considered before embarking on this process, and it should only be carried out in consultation with at least another member of staff and involve at least one senior member of staff. The action should be noted, justified, recorded and signed for future reference.

Access to this feature is for coordinators and administrators only as the possibility of removing or changing assessments from previous years should not be open to general users.

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A note for multiple users working simultaneously on pupil assessments

Remember that two people working on the **same pupil** may discover that their entries may be overwritten by the other – this is not at all likely to happen in reality where colleagues have clear roles.

If you want to look at information then there is no problem.

A safe procedure:

1 If you can, check that the database is "free".

2 Enter a little information, close and check that it has been entered.

3 Move forward with greater boldness.

4 Close the window as soon as you have finished.

Common database courtesies

It is important that you should not leave eProfile waiting for long periods with data entry windows still open. Enter your data and then close the window.

"The database lost all my work"

Just in case you feel that the database has evil thoughts or malign intentions… The database lives for the moment. It only knows what's in its storage now. It has no memory of what might have been there in the past. It therefore cannot step backwards. It cannot remove chunks of data or "everything I did yesterday". Nor is eProfile disposed to malevolence. It is not programmed to think like that. Bugs are quickly discovered and dealt with.

The issue is more often to do with network systems where backup and restore operations have washed away today's database and have replaced it with yesterday's, or a user's laptop has synchronised badly with the network after re-connecting.

Always make a backup when prompted unless the amount of data you have just added or changed is trivial.

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Making backups of your work – eProfile standard

Access: Coordinator

If you are connecting eProfile to a shared database on the school network you may wish to check whether regular backups which include the database are being made as part of the school's backup programme.

You should make regular backups of your work. However, the option to create a backup is available only to users with administrator or coordinator roles, so it is important that a regular backup routine is established.

Maintaining back-ups ensures that if there is a hardware failure on your computer, or a severe human error the re-entry of data is kept to a minimum.

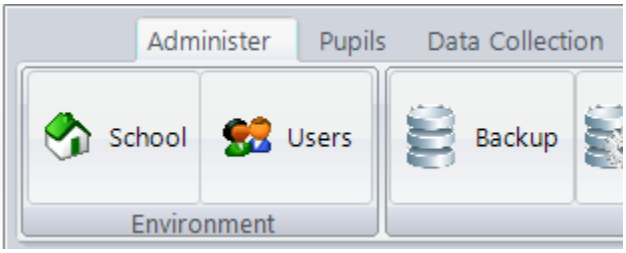
Why is it important to make backups?

Ask anyone who has not done so and whose laptop was stolen.

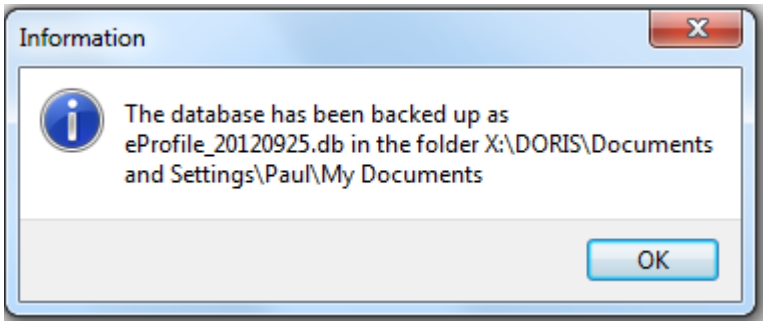
Please note that the database has no mind of its own, and cannot independently remove things except under the control of eProfile. eProfile has no mind of its own, only the instructions of its creator. Its creator is not a malicious person, and does not program eProfile to remove or change data other than at the interactive wish of the user.

There is no answer the developer can give to the accusation that eProfile has lost a specific strand of data as this is usually an unfair accusation. Machine and operator faults do happen, so keep making backups as prompted.

Select **Backup**



Navigate to the folder you are using for the backup. Note the message that confirms. The database has been saved with a name that includes the date in yyyymmdd format.


Information
The database has been backed up as eProfile_20120925.db in the folder X:\DORIS\Documents and Settings\Paul\My Documents
OK

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Backing up your work when exiting from eProfile (Standard)

Access: Coordinator

Do it.

eProfile prompts you to save your work when you close. If you agree then a backup will be made in the same folder as the database but with a name that includes the date (as above).

You will then be prompted to make a backup to another folder. This works in the same way as the process above.

If you need to get data back then refer to the section in the annex: *Restoring your work*

Backing up your work in eProfile cloud

Use the eProfile Cloud utility programme to take a copy of your data. It will be downloaded as a backup.

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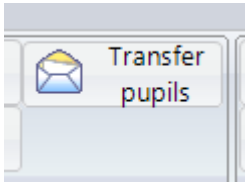
Transferring data to another school using eProfile standard

Access: Coordinator



A transfer database is unique to eProfile. It is not a Common Transfer File. The issue with a CTF is that it does not cater for anything but the final judgements. You can create a database that contains assessments of a selected group or an individual pupil. The database does not contain any other information such as user passwords or school details. This database can be sent to a receiving school for them to merge into their eProfile.

Pupil groups information will be transferred as it may be of interest to the recipient. If you do not want this information to be sent then clear the groups for the selected pupils first.

To make a transfer database:

- Click on Transfer pupils.
- Select the pupils you require. If it is more than one pupil you may want to create a group called Transfer (see under Editing pupil details) so that you can select the group at once.
- Confirm that you wish to create database and select the folder where you wish to create it. It will be saved with the file name eProfile_transfer.db.

If you receive a transfer database use the merge facility (see Annex 5) to read in the information. You may need to tidy the pupil's groups information as it will still reflect their groups form their sending school.

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Printouts, charts and spreadsheets

eProfile produces a wide range of information for teachers, parents and school leaders. Some outputs are simply the data you put in out back out again in different ways, and some outputs are summaries distilled from the raw information. These outputs are in the form of printouts and previews, charts (often with levers and buttons for varying the output) and spreadsheets.

There are two main types of information, pupil level (seeing the attainment of individual named pupils) and summary breakdowns (numbers or percentages of pupils at different age bands).

Understanding the outputs

Some of the eProfile's developmental and summative outputs may be confusing at first. Some list pupils and their assessments and some provide breakdowns or summaries. By selecting pupils beforehand you can get useful information about different groups.

Frequent use will help you make sense of them and realise their potential (and limitations).

Colours

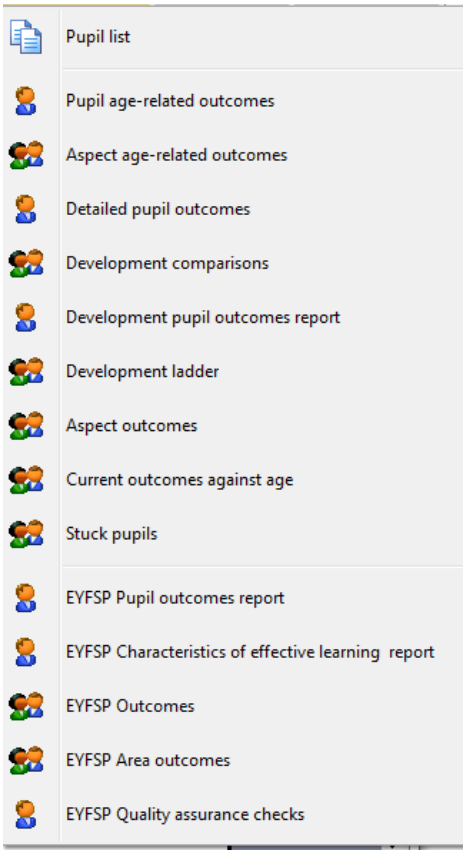
The stages of development within DM age bands are generally represented by Brown – entering; Green – developing Blue – secure. *Think underground, ground and sky.*

Printouts

Remember to hit the arrow to the right of the Printouts button for the drop down selection.

Printouts are first viewed onscreen, with an option to print or to save in PDF format.

Pupil list	What it says
Pupil age-related outcomes	Pupil per page showing age band and confidence against pupil age at end of month.
Aspect age-related outcomes	As above but by aspect..
Detailed pupil outcomes	One pupil per page breakdown of outcomes and history
Development comparisons	This was the incorrectly named *coverage* printout, and it is superseded by the aspect age-related printout.
Development ladder	Pupils displayed grouped within bands and sub-bands
Aspect outcomes	Age bands attained by each pupil in each aspect
Current outcomes against age	A table showing whether pupils are developing in line with their chronological age.
Stuck pupils	Pupil per page showing outcomes and the number of months since they were made.



Final judgements printouts

EYFSP pupil outcomes	A one page printout for parents listing outcomes.
EYFSP Characteristics of effective learning	One pupil per page print of all recorded CEL information
EYFSP Outcomes	Outcomes in a table
EYFSP Area outcomes	As above, but showing the overall picture for an area. An area outcome is its weakest aspect. This is not an official printout, but for information only.
Quality Assurance	A printout for each pupil for whom there may be QA issues relating to the final judgements, based on the information in the EYFSP ARA.

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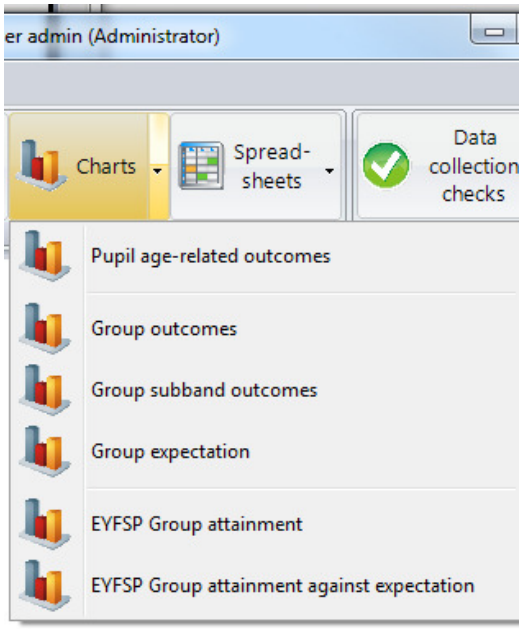
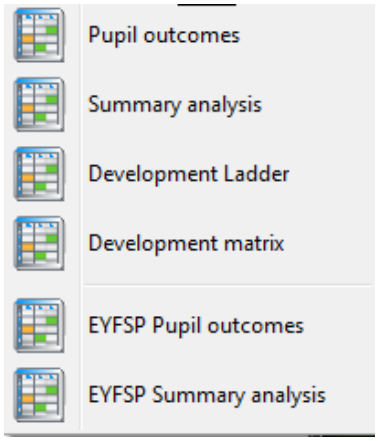
Charts



Pupil age related outcomes	Age bands attained by pupils in each aspect. This chart also shows the first assessment made in the year as a grey shadow so that a development comparison can be made.
Group outcomes	Numbers/percentages of pupils in each age band
Group subband outcomes	As above but broken down into sub-bands
Group expectation	Numbers/percentages of pupils at or above their expected age band in the month selected
EYFSP Group attainment	Breakdown of outcomes for each aspect
EYFSP Group attainment against expectation	Breakdown showing pupils attaining expected or higher outcome in each aspect.

You can choose to have charts display numbers of pupils or percentages. Use the % check box on the right of the toolbar.

Spreadsheets



These can only be produced if you have MS Excel installed on your computer

Pupil outcomes	Age bands attained by pupils
Summary analysis	Numbers and percentages of pupils attaining each age band; age-related outcomes
Development ladder	As the printout but a sheet is produced for every aspect
Development matrix	A rather large sheet that shows for each child their position at the first chosen month against their position at the second chosen month – one sheet per aspect. You will need some expertise in Excel (e.g. fitting the sheet to a printed page) to handle this.
EYFSP Pupil outcomes	Pupil outcomes on a single sheet
EYFSP Summary analysis	Breakdown of EYFSP outcomes, including numbers and percentages at levels in aspects, areas, goals and GLD

Where appropriate the stage of development for an individual pupil is represented by colour

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End of year reports

Access: setting up preferences – Coordinator; running reports – Teacher

Users should give careful consideration to all methods whereby they share information with parents, to ensure this is meaningful, clear and accessible. Whilst many parents and families will be familiar with documentation produced electronically, this may not be the most appropriate means of communication with them about the attainment of their child at the end of EYFS.

eProfile can produce an end of year report that contains the necessary elements for statutory reporting to parents. It consists of a statement reflecting the development point the child has reached (by age band and subband) or the final attainment level if this has been recorded. As DM indicators and ELG statements are matched holistically ("best fit") it is not always appropriate to copy those texts verbatim into reports to parents as this may confuse or present a picture that may not be totally accurate. In that respect only the comments made by the teacher will be reported. It is not difficult to copy, paste and edit those indicators and statements in the assessments section of eProfile. A simple cover sheet and final page containing general comments and other information (optional items - you may wish to produce your own) form the outer shell.

In order to produce end of year reports you will need to have completed the following:

1. Assess all pupils against the EY Foundation Stage Profile.
2. Enter comments in the "comments for reporting" boxes in each aspect and area of learning.
3. Enter final general comments (optional)
4. Enter a descriptive text as a header for each area of learning (optional).
5. Enter any final information, e.g. dates of consultation meetings.

You will now be able to produce reports for each selected pupil.

The main report section consists of each Area of Learning (AOL) title and an AOL description (optional). Within each AOL there will be the aspect title followed by a description (optional) and a statement relating to the pupil's attainment in the aspect, and any comments the teacher has recorded.

You may customise the look of the report by selecting fonts for each element. Every main edit box has a spell checker. You may specify the amount of space eProfile should leave for you to hand-write your own comments.

Producing the report through MS Word means that further editing and page sizing can take place.

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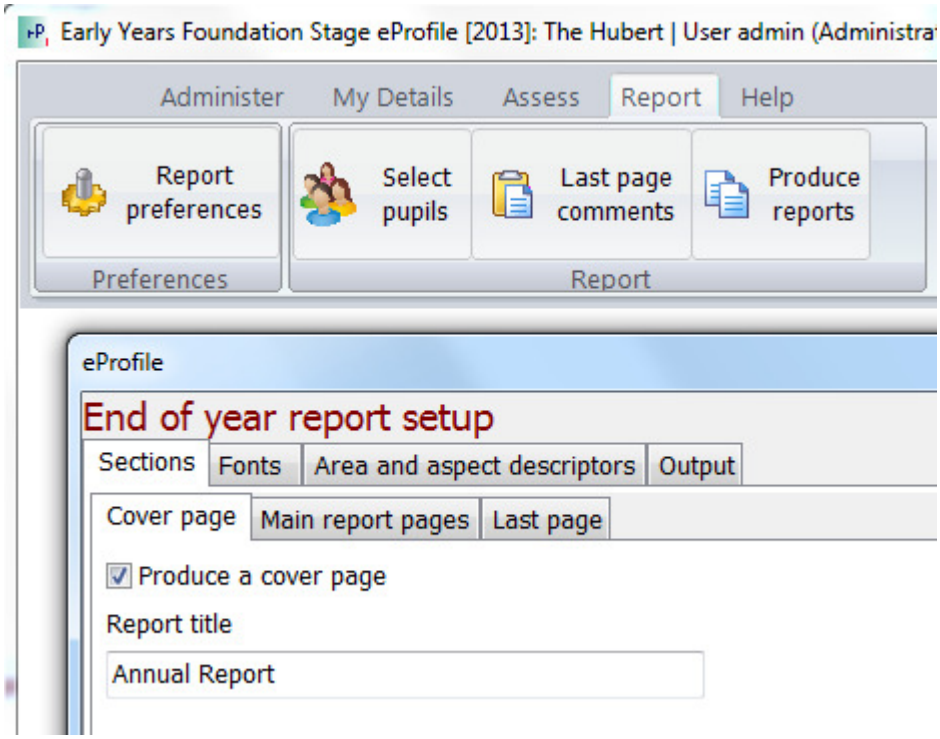
Report preferences

Access: coordinator



Make your choices from the report preferences dialog box. Click on Report preferences. Select which sections are to be produced, the fonts for each element of the report and how the final report is to be produced – to preview and printer or to MS Word (only if Word is installed).

The sections tab allows you to choose which section or sections of the report you wish to have produced. You can also specify the amount of space you require for any element you wish to write by hand. The space you specify will apply throughout the report.

The fonts tab allows you to choose the font name, size, colour and weight. Click on the element you wish to change and enter the details in the pop up font dialog box. An example of text in that font choice will appear in the lower window.

The outputs tab allows the choice of output to the printer (you will see the report in preview first and can cancel before it prints) or to MS Word.

Area of Learning and aspect descriptors provide a brief description of each area of learning to help parents understand what it covers.

Last page comments opens a window where a child's report can be viewed, and space is provided for adding up to two general/final comments – these may be from the practitioner and head teacher. The window can be expanded and resized to allow for easier working.

Producing reports

Some useful tips:

- Select one pupil first and perform a test print or copy in MS Word to see if everything looks right.
- Make sure you are using a good printer with enough paper to run the whole set through.
- Selecting printer as the report output produces a print preview, which can then be printed.

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Data submission at the end of EYFS

Access: headteacher, office, admin

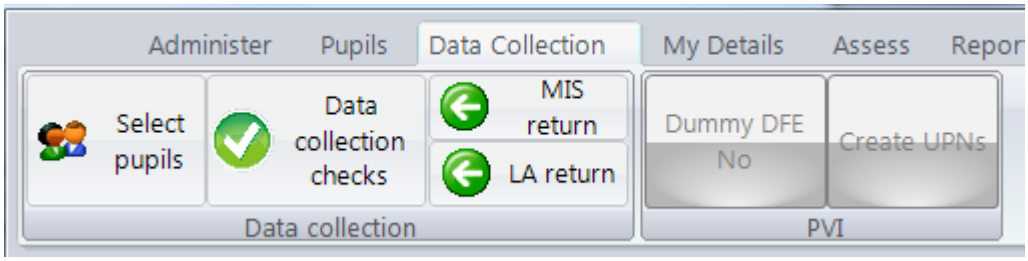
It is important that users follow the instructions provided by their LA data team prior to starting this process. Each local authority has a preferred method of data submission to ensure compatibility with other local systems and processes. It is important that users are aware of this so that the process can run smoothly.

Where practitioners have compiled their assessment record during the reception year, but the data submission process will be undertaken by a different member of school staff, it is recommended that a joint checking process is implemented so that data submission is accurate and trouble free.

PVIs and independents should refer to Annex 7.

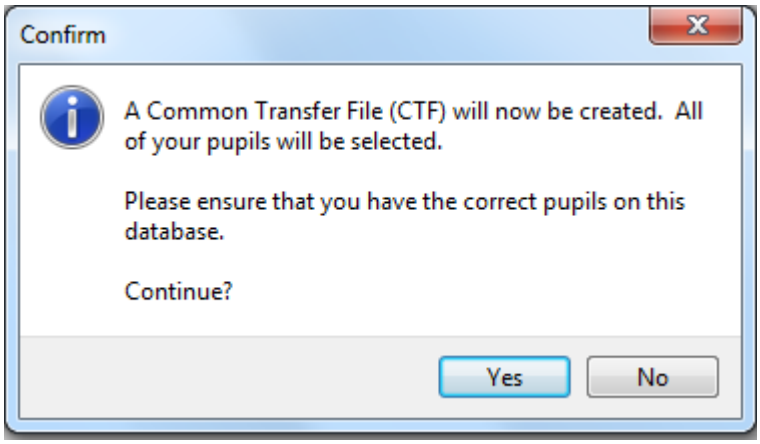
Ensure that

- all pupils have correct details, including valid UPNs
- all final judgements have been entered for all aspects
- postcodes have been recorded, unless the data submission goes back through your MIS, which will add this information for you.
- all assessments are seen, checked and agreed by the headteacher



Select **LA return** or **MIS return** as appropriate. eProfile will run a set of checks on the data to ensure that everything is complete. If it is, then a file will be produced for you.

If your LA asks for the CSV file then click on the CSV export button to produce it


Confirm
A Common Transfer File (CTF) will now be created. All of your pupils will be selected.
Please ensure that you have the correct pupils on this database.
Continue?
Yes
No

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Annex 1 Early years foundation stage (EYFS) profile

Detailed information can be found in the following publications, which can be found online:

Statutory Framework for the Early Years Foundation Stage 2014

https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Development Matters

http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf

Other information is available on the foundation years web site

http://www.foundationyears.org.uk

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Annex 2 Importing a common transfer file (CTF)

Use a Common Transfer File (CTF) to provide accurate pupil names and details to import into eProfile. Any maintained school will have a pupil database as part of their management information system (MIS) and creating a CTF will be one of its basic tasks. The import can be done by any eProfile user with administrator or office roles.

A CTF contains information used in census returns and is the central pupil information resource in a school. The CTF is the easiest and most reliable format for eProfile to read as it is a national standard.

Most MIS can provide a CTF that only contains the basic pupil details.

A note for SIMS.NET users

If you create an alternative destination named eProfile this will avoid the problem of creating a CTF with your school as the destination. In SIMS.NET go to Tools > Setups > CTF and click on New against the alternative destinations box. Use the code EPROFIL (7 characters only allowed) and the description eProfile.

When you later create a CTF find eProfile in the list (do not type the word) and select the year group.

It is suggested that when you select the list of pupils for inclusion in the CTF for export you click on the first pupil, scroll to the last and Shift-click in the DESTINATION LA/OTHER field, when all pupil names will be selected. Now (without touching the mouse) simply type the letters ep and this will populate the field with "eProfile" for all selected pupils. This new "Destination" (eProfile) only appears in the DESTINATION LA/OTHER field.

Importing a set of pupils into eProfile does not clear out every other pupil already in eProfile. This allows you to add new pupils (as well as update any pupils whose details have changed) without disturbing the other pupils in eProfile. If pupils leave your school/setting then you will need to remove them manually from eProfile (see the section on removing pupils below).

The CTF only needs to have the most basic pupil details included (and of course only the pupils we want to import into eProfile), but postcodes will be needed if the final data set is transferred directly to your LA as opposed to being imported back into your office computer system (MIS – management information system) and thence to your LA.

Create the CTF and place it in a folder that can be accessed by eProfile.

Select **Import CTF** under the **Administer** tab

Navigate to the CTF and import the data.

Updating pupil records to include their UPN

If you are using eProfile with pupils who do not yet have a UPN it is possible that they may later be allocated a UPN, and this information should be reflected in the pupil records in eProfile.

Pupil IDs can be changed into UPNs by editing the pupil details manually. This is not a safe procedure because it is prone to human error.

Importing a Common Transfer File (CTF) is the safest method. eProfile will prompt you to match pupil records it holds against those you are importing. If eProfile has any pupils without valid UPNs they will be listed alongside any unmatched pupil records from the CTF for you to join manually.

This functionality is also available in the CSV import, though CTF import is the recommended method for getting pupil names loaded into eProfile.

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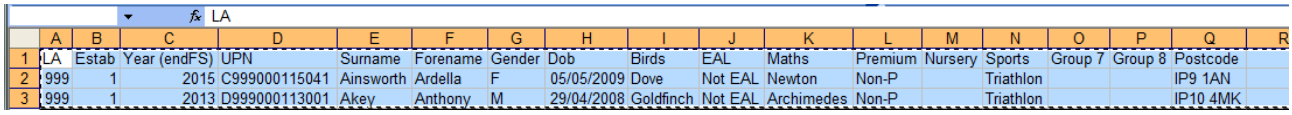
Annex 3 Importing pupil names using a CSV file

If you are importing extra information then make a backup of your current information before importing.

A CSV (comma-separated values) file is a plain text file in which pieces of information are separated by commas.

Prepare a spreadsheet with information arranged in the order and format below. Row 1 should be included as it aids visual checking.

Rows 2 and onwards contain pupil information



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	LA	Estab	Year (endFS)	UPN	Surname	Forename	Gender	Dob	Birds	EAL	Maths	Premium	Nursery	Sports	Group 7	Group 8	Postcode	
2	999	1	2015	C999000115041	Ainsworth	Ardella	F	05/05/2009	Dove	Not EAL	Newton	Non-P		Triathlon			IP9 1AN	
3	999	1	2013	D999000113001	Akey	Anthony	M	29/04/2008	Goldfinch	Not EAL	Archimedes	Non-P		Triathlon			IP10 4MK	

Make sure there are no spare lines or gaps.

The **Year** column is the year that each pupils finishes EYFS, e.g. in school year 2012-2013 a reception class (4+) would be indicated by entering 2013 and nursery 2 (3+) 2014, etc.

UPNs are available in all maintained schools for reception and possibly some younger pupils. PVIs and independents should refer to Annex 7I

Dates of birth should be in dd/mm/yyyy format.

Names rules:

- no visible commas
- no brackets with alternative names
- no known-as names or nicknames – all names should be legal names

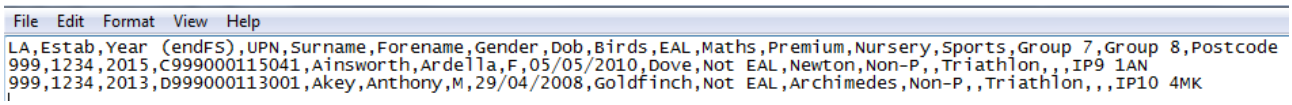
You may mix year groups, but you should understand that small classes may contain a range of year groups and that these should be distinguished

Making a "UPN" for younger pupils

Younger cohorts may not have UPNs, so it is up to you to devise and use a unique identifying code for each pupil. Try to make it like a UPN e.g. LLLEEEEYYNNN (LLL=LA; EEEE = establishment – may be six digits ; YY=year – we suggest you make it the year the pupil will complete the profile; NNN is a number for the pupil) – 14 characters max.

The Group1-8 fields may contain pupil group information if you wish to use them. You do not have to use all of them. The columns must, however, all still be in place even if they are not used.

Save the spreadsheet in **CSV** format. If you dropped the file you have saved into Notepad it would look like this:



```
File  Edit  Format  View  Help
LA,Estab,Year (endFS),UPN,Surname,Forename,Gender,Dob,Birds,EAL,Maths,Premium,Nursery,Sports,Group 7,Group 8,Postcode
999,1234,2015,C999000115041,Ainsworth,Ardella,F,05/05/2010,Dove,Not EAL,Newton,Non-P,,Triathlon,,,IP9 1AN
999,1234,2013,D999000113001,Akey,Anthony,M,29/04/2008,Goldfinch,Not EAL,Archimedes,Non-P,,Triathlon,,,IP10 4MK
```

You can download a file to use as a starter from the FAQ page: http://eprofile.org.uk/wordpress/csv-import/

- You must be sure when using CSV files that the information is correctly laid out as no support can be offered where the database has been adversely affected by poor data.
- eProfile supports standard CTF files but users must follow the instructions laid out by their MIS supplier for producing a CTF.
- Please see the note in Annex 2 regarding existing pupils being allocated a UPN for the first time.

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Annex 4 ICT support information.

eProfile software is installed by default to the folder C:\program files\FSP\Version4.

eProfile Standard

Windows Vista and later editions do not allow data files created by the software to be lodged in the same folder as the software. This makes sense when managing and maintaining machines. eProfile uses Windows' standard data folder conventions. Unfortunately these differ between versions of Windows:

XP	Vista and Windows 7/8
C:\Documents and Settings\All Users\Application Data\FSP\Version4	C:\ProgramData\FSP\Version4

This is the folder referred to internally by Windows as CSIDL_COMMON_APPDATA and is where the database is located if standalone mode has been selected at start up.

As it is possible to have the database shared across the network it is your choice as to where it should be located. All users will need **read, write and create** access to that folder.

eProfile looks in the file datafolderv4.txt in the original data folder to discover the redirected location of the database.

eProfile Standard data files

eProfile standard works with a SQLite database. In order to gain access to SQLITE databases a DLL file (Sqlite3.dll) is supplied – this sits in the program files folder with the software.

The database is stored in a single file eprofile.db. This file contains all school details, preferences, pupil cohorts and their assessments and comments.

Backups are stored in the same folder with a date in the file name (e.g. eProfile_20120824.db). Backups can be made to other locations, and users may need some guidance as to where backups might securely be stored. The database is not encrypted, though most information is not readable, so normal access security should apply to folders.

Backups and Restores

eProfile prompts for a backup when closing (high-level users only). This is an "automatic" backup. A backup can be made from the **Backup** button under the **Administer** tab where you will be able to specify the destination folder.

To restore a backup you need to **close eProfile** (in a shared database environment all users must close eProfile) and run the separate **Restore your Work** program (though careful ICT people will be able to figure out how to move/rename files manually. Click on Start > Programs > Foundation Stage Profile > V4 restore your work. You can restore an "automatic" backup or one you made to a specific folder or drive. When you restore work you replace one file with another.

eProfile Cloud

Using the Cloud utility you can upload an eProfile standard database to the cloud and download your cloud data as an eProfile Standard database.

Common Transfer File (CTF)

A CTF is an all-purpose data format that is used for transferring pupil information between school management systems. eProfile can load in pupil names from a CTF, and this is the recommended way of getting pupils in. A CTF cannot transfer detailed assessment data for eProfile to load in, so eProfile is essentially a creator of assessment data. eProfile creates a CTF for transfer back to your school's MIS or to your LA (the LA will advise). This contains the necessary information for data collection. Please ensure you follow the advice and instructions provided by your LA regarding data submission.

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Importing and exporting data

eProfile can create a single dump file of all its assessments in CSV format. This is a large file and it contains a wealth of data, but its use is up to the user. There is no help or support available for how you might do this, and the facility is only of use if you are familiar with spreadsheets and how to manipulate them. Your LA may ask for this file, as it actually contains more useful information than the standard Common Transfer File (CTF). The first columns of the export file up to and including the postcode column can be used as a pupil names import template - refer to Annex 3.

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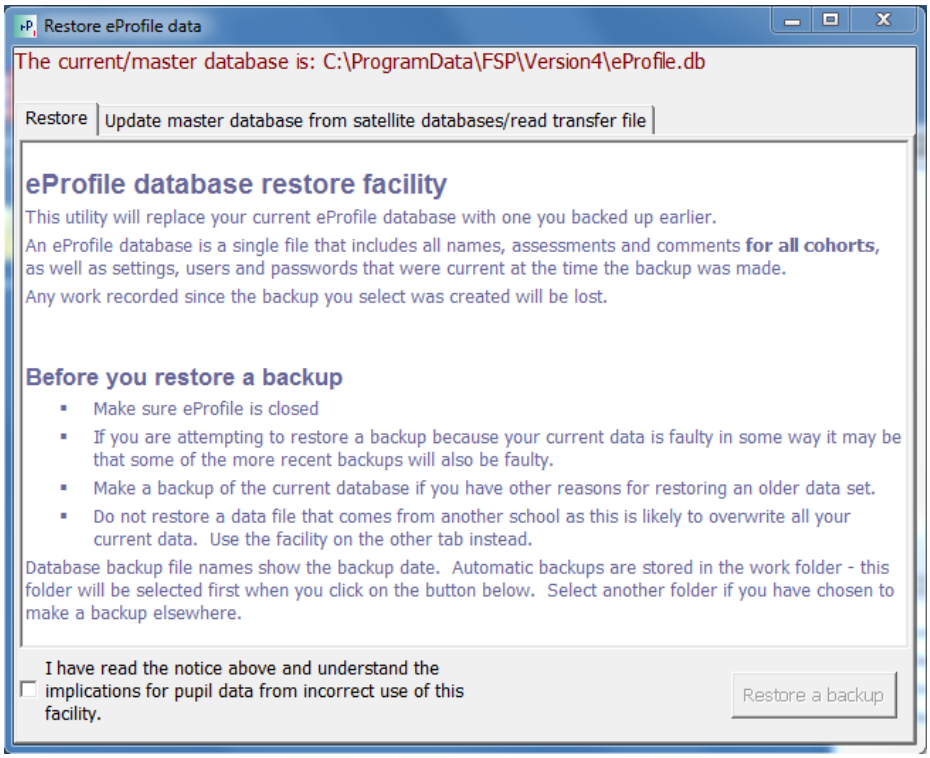
Annex 5a Restoring your work (eProfile Standard)

This facility will only be useful if you have made a backup recently. You may wish to replace the current database with an older copy of itself if the current database has become corrupted by human, electronic or mechanical error.

There can be no support for schools that restore bad data on to good, or wipe data out unintentionally, as once data has been wiped it cannot be recovered. Please proceed with care.

Remember that an eProfile database contains all cohorts, school information, preferences and users.


Restore eProfile data
The current/master database is: C:\ProgramData\FSP\Version4\eProfile.db
Restore
Update master database from satellite databases/read transfer file
eProfile database restore facility
This utility will replace your current eProfile database with one you backed up earlier.
An eProfile database is a single file that includes all names, assessments and comments for all cohorts, as well as settings, users and passwords that were current at the time the backup was made.
Any work recorded since the backup you select was created will be lost.
Before you restore a backup
Make sure eProfile is closed
If you are attempting to restore a backup because your current data is faulty in some way it may be that some of the more recent backups will also be faulty.
Make a backup of the current database if you have other reasons for restoring an older data set.
Do not restore a data file that comes from another school as this is likely to overwrite all your current data. Use the facility on the other tab instead.
Database backup file names show the backup date. Automatic backups are stored in the work folder - this folder will be selected first when you click on the button below. Select another folder if you have chosen to make a backup elsewhere.
I have read the notice above and understand the implications for pupil data from incorrect use of this facility.
Restore a backup

Make a backup if you need to preserve what you are about to overwrite.

Close eProfile

Click on Start | All Programs | Foundation Stage profile | V4 Restore your work

Read the message, tick the check box to agree to the terms of use, and click the button.

The file dialog box will open in the folder where the current database resides, and so you should be able to see the list of previous backups that were made as on closing eProfile. You may wish to navigate to a folder elsewhere where you have made your own backups.

If the restore is successful a message will pop up to confirm this.

Once the database is restored you will go back to the point when that database was first created. There may be some work to do to catch up to where you should now be in terms of recording assessments.

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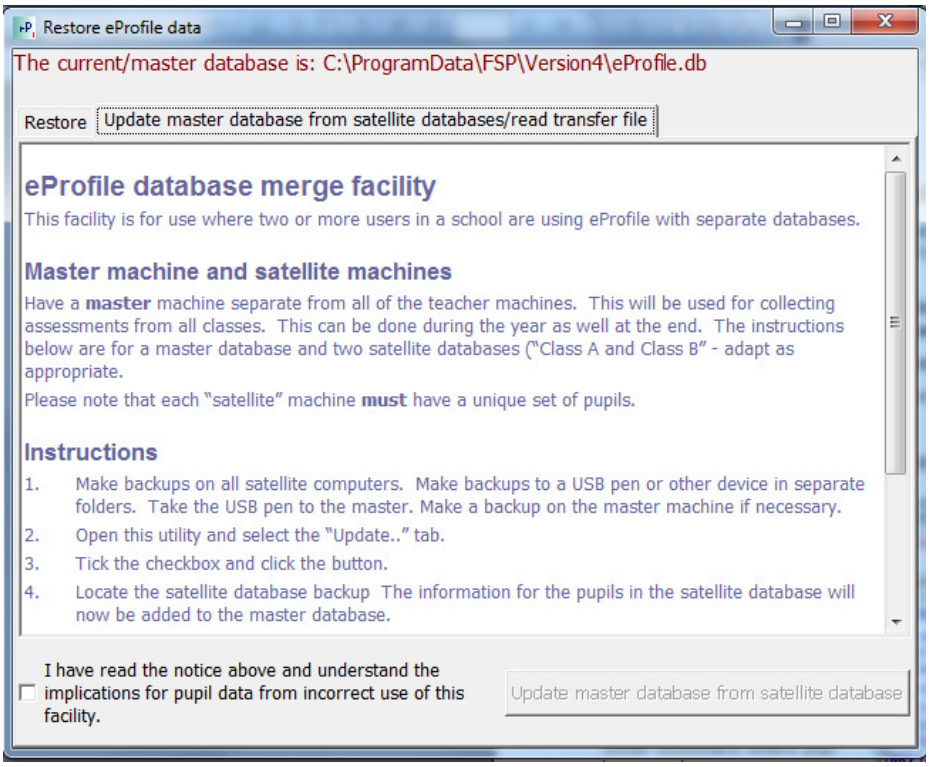
Annex 5b Merge data from one eProfile Standard database to another – expert users

This facility is for expert users only. You must ensure that backups are made so that the original data can be restored should anything go wrong.


Restore eProfile data
The current/master database is: C:\ProgramData\FSP\Version4\eProfile.db
Restore
Update master database from satellite databases/read transfer file
eProfile database merge facility
This facility is for use where two or more users in a school are using eProfile with separate databases.
Master machine and satellite machines
Have a master machine separate from all of the teacher machines. This will be used for collecting assessments from all classes. This can be done during the year as well at the end. The instructions below are for a master database and two satellite databases ("Class A and Class B" - adapt as appropriate.
Please note that each "satellite" machine must have a unique set of pupils.
Instructions
1. Make backups on all satellite computers. Make backups to a USB pen or other device in separate folders. Take the USB pen to the master. Make a backup on the master machine if necessary.
2. Open this utility and select the "Update.." tab.
3. Tick the checkbox and click the button.
4. Locate the satellite database backup The information for the pupils in the satellite database will now be added to the master database.
I have read the notice above and understand the implications for pupil data from incorrect use of this facility.
Update master database from satellite database

You must be sure that you fully understand the terms, conditions and the implications of moving data around.

This facility will merge data held on more than one computer to a single target computer, e.g. work relating to two classes on two separate and unconnected laptops brought together to a third machine.

You must **read the full set of information and instructions** in order to understand how this facility operates.

When you are sure that you have set up your separate systems in a way that will work with this facility you may agree to the terms, conditions and implications, tick the check box and proceed with the merge.

If you are in any way unsure of what you are doing then do not use this facility.

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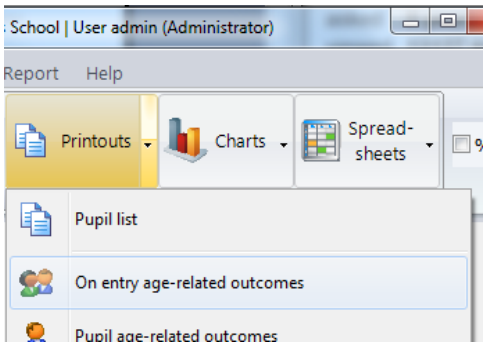
Annex 6a Entry profiles

Getting the picture as pupils arrive



If all of your pupils arrive in September then any printout that looks at pupil or group development as of September would also constitute part of an "entry profile". However, at some point during the year a pupil may leave and another join, and the September picture is now no longer valid as an entry profile. Keeping a leaver on roll will skew later developmental analyses because the record is stuck; viewing the September picture later in the year when a pupil has joined since September will also present a false view.

Avoiding pitfalls

When pupils join at different times in the year it is not possible to look at anything other than how the pupil stands developmentally against his or her age at the point of entry into the school. It does not make sense to look at entry age bands either on an individual or a group basis if some pupils arrive later in the year as their age bands on entry could give a very rosy skew to the entry profile as these pupils will most likely have developed since September. A year R pupil arriving half way through year R who is now sitting comfortably within the 40-60 age band may not have been within that band back in September – to include that pupil as being in the 40-60 age band on arrival gives a false view to an overall entry profile. That pupil may have been assessed in September as being in the 30-50 age band.

It is therefore both misleading and an incorrect statistical practice to lump together on-entry assessments for pupils who have not all arrived at the same time.

An age-related assessment

The only measure that can be applied when pupils arrive at staggered intervals during the year is to register their month of arrival in eProfile and make an assessment by the end of that month for each aspect. The assessment band can then be compared with the pupil's age at the end of his or her month of arrival. To create an overall entry profile for a cohort or a group this method would apply to each pupil individually, comparing their age at the end of the recorded month of entry against their assessed developmental point in each aspect in that month. Each pupil would be reported as being below, at or above the age-expected level at his or her particular month of entry.

Practical issues

To make this work in eProfile each pupil has to have an entry month recorded and an assessment made in each aspect for that month (otherwise there can be no "on entry" assessment!). If any pupil is not accorded an entry date or no assessment was made for that month then eProfile will still count the pupil in on entry printouts and sheets but s/he will be counted as "blank" in order to produce an honest entry profile (see spreadsheet example below).

Dynamic entry points

The entry profile is dynamic in two ways. Firstly, as new pupils arrive and are registered and assessed, the overall entry profile is updated to include them. Secondly, it is possible to play with entry dates and look beyond this year back into previous years if a pupil was present before September. For self-evaluation and inspection purposes you thus have two ways of presenting data: from when pupils entered the current year group and when they entered this establishment. It is recommended in the Reception year that the entry date is normally updated to September of the current year for pupils who have moved up to year R from N2. In earlier years it may be more open to the user to decide how to look at entry profiles.

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Individual and group analyses

The On entry age-related outcomes printout prints a table showing the selected pupils and their positions at their individual points of entry. The month of entry and the pupil's age at the end of that month are shown, along with age related outcomes in each aspect. Some entry assessments are missing in this example (shown as N/A for not available or not assessed).

On entry age related outcomes

All pupils (10)

	Entry (mths)	MR	SC	MFB	LA	Und	Spk	MH	HSC
Alford Buena	May 13 (54)	Below	Below	Below	Below	N/A	Below	Below	Below
Anderson Andrew	Sep 13 (49)	N/A	N/A	N/A	N/A	N/A	Above	N/A	N/A
Brown Sarah	May 13 (51)	At	At	At	At	N/A	N/A	N/A	N/A
Callaway Susann	May 13 (47)	At	Above	At	Above	At	Above	At	Above

The On entry summary spreadsheet shows numbers and percentages of pupils in each category (below, at or above age-expected level) in each aspect. It also counts pupils for whom no entry point is recorded or who have not been assessed in any aspect as blanks

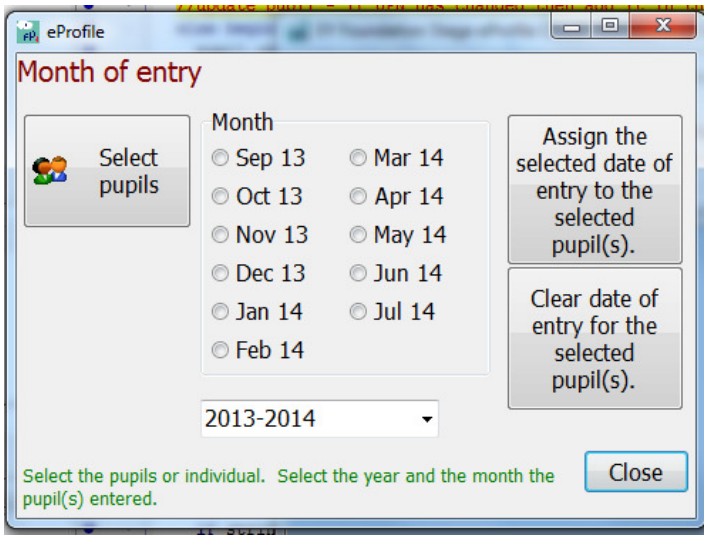
Book1

	A	B	C	D	E
1	Random Pastures School				
2	On entry aspect breakdowns				
3	All pupils (10) (4 girls, 6 boys)				
4					
5		On entry age-related expectation			
6	Numbers	N/A	Below	At	Above
7	MR	5	1	4	0
8	SC	3	1	4	2
9	MFB	3	1	5	1
10	LA	5	1	3	1
11	Und	8	0	2	0
12	Spk	6	1	0	3
13	MH	7	1	1	1

Setting entry points

Click on Pupils > Month of entry.

Select the pupils whose date of entry you wish to record and select the date. Click the button to set this date for the selected pupils. The second button allows you to clear the entry date for the selected pupils. Entry dates are not fixed permanently and can be changed (see *dynamic entry points* above).



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Annex 6b Interpretation of eProfile outcomes and implications for data analysis

Analysing your data

The purpose of the graphs and charts within eProfile is to enable the study of the assessment picture for individual and groups of children.

Always bear in mind the **principles** by which assessment judgements are made, as this will have an impact upon the pattern of outcomes. The assessment process should be clearly understood by all users of the information contained in the graphs and charts available within eProfile.

Many of the graphs show the picture or snapshot of attainment during the course of the year in addition to the end of phase outcomes. While in-year assessments should be viewed against the wider EYFS framework, only finalised judgements at the end of the year can be considered as EYFS profile outcomes.

The picture of attainment for each child will build up during the reception year as assessments are recorded. The early learning goal statements are designed for final judgement at the end of the phase, and so evidence towards their attainment will be available elsewhere.

Analyses can be set for a particular month, and these will display only the outcomes recorded against that and any previous months, assuming that all assessments for the latest month have been recorded.

It should be remembered that statistical outcomes are dependent on both the accuracy and the nature of the underlying data. For any group of less than 20, percentage figures should not be used and all analysis should be based on raw numbers.

An understanding of how an output or analysis is derived how it appears is critical to the accuracy of interpretation.

Customising charts

There are some buttons at the base of the chart window. The set square button allows you to customise a chart to your requirements. Some of the features, such as 3D view and perspective adjustments may make the charts look more presentable, but be careful not to obscure information with unhelpful presentation.

Scrolling through any of the dropdown boxes will produce a different view on the data – by date or by type. When a dropdown box is highlighted you can use the up and down arrow keys on the keyboard to “animate” the display.

The charts take on further usefulness when you select the group of pupils whose attainment you want to chart. Whatever you might want to compare, this is something you can do quite simply by adding tags to pupils in their initial information screen and using the select pupils option.

Copying and printing charts

On each chart there is a Copy button. This will copy the body of the chart to the clipboard, enabling you to paste it into any suitable application. You may, for instance, want to copy a number of charts and paste them into a presentation slide set or into a discussion document for governors or into a display for parents. Simply click on the Copy button, move to or open the target application and select Edit | Paste.

There are two print buttons. The top one prints the chart with contextual information. The lower one only prints the chart itself, but you do have a range of options over how it is printed.

Asking questions about your data

The following may provide starting points for interpretation of EYFS profile outcomes, but should always be considered alongside other information about eProfile graphs and charts within this section.

The overall picture

The first step to effective interpretation of eProfile information at the end of EYFS is the understanding of the overall picture of attainment provided. The wide-ranging and holistic nature of the prime and specific goals, the areas of learning and the aspects can provide an insight into many facets of children's learning.

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Age band 40-60+ relates to the age of the child at the end of EYFS, so attainment at this level relates to the end of EYFS "expected" attainment level. Bands beneath relate to "emerging" and the artificial band above relates to "exceeding".

Developing

How are pupils moving through age bands? Are individual children moving at a similar rate across all aspects, areas or goals?

Are specific groups of pupils moving at the same rate in all aspects, areas or goals?

Are boys and girls moving at the same rate in all aspects, areas or goals?

Are all pupils moving at the same rate in all aspects, areas or goals?

Are there any aspects where many children are still working within age bands that do not match their age?

Do outcomes in any way reflect the range of provision and opportunity within the classroom and outside?

Final judgements

Where are the highest and lowest attainments? Do they reveal particular groups of children?

How do groups of children (e.g. by gender, age, social background, ethnic heritage) perform?

Are there any aspects where many children are still working outside of the expected attainment?

Which aspects are most frequently attained at or beyond expectation?

Which aspects are less frequently attained?

Looking forward into year 1:

How many children have made expected or higher attainment across all 17 aspects?
How many children have made expected or higher attainment across all 7 areas of learning?
How many children have made expected or higher attainment across prime and specific goals?
Which are the aspects where more/fewer children have made expected or higher attainment?
Are there any children with a very varied pattern of attainment between aspects or areas of learning?

Data provides a starting point for exploration of patterns of attainment. There can be many different explanations for how children learn and develop, and what an assessment of that learning means.

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Annex 7 PVIs and data collection

PVIs and independent schools that are required to send final judgements data to their local authority now have the facility to sort out temporary school numbers and create pupil UPNs so that a Common Transfer File can be returned without the LA having to produce UPN lists or the school having to type them in.

PVIs

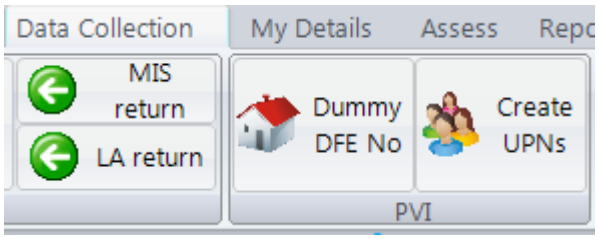
A PVI is any school registering their school number using a 6 digit code starting with 5 or 6.

It is possible to record a four digit temporary DFE number in eProfile. This may be usually advised by the local authority. Once this has been established it is then possible for eProfile to add UPNs to each pupil's record automatically so that there is no need for lists of UPNs.

PVIs will be prompted for the temporary code when starting eProfile for the first time, but this can be ignored. Users will be reminded once again as they start the LA return process.

Independent schools using a four digit DFE code in the range 6000-6999

eProfile offers the facility to replace each pupil's ID with a UPN based on the school number. This will then allow a LA return data file to be created.



Data Collection

The relevant buttons can be found under the Data collection tab. Only the ones that relate to the school type will be enabled.

While pupil names can be entered or loaded with a pupil identifier that is not a UPN the need for valid UPNs becomes essential when a Common Transfer File is created for returning final judgements to your LA. For a PVI it is necessary to create a temporary (it remains stored in eProfile) four digit DFE number. Select the number from the dialog box that pops up when you click on **Dummy DFE No**

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Annex 8 Problems, queries, solutions

An up-to-date FAQ is available on the website. This lists solutions to a range of problems users have encountered. They are listed under headings and a search facility is available.

Direct link: eProfile.org./uk/wordpress

Because of the cost-effective pricing model used by Langskip we do not provide phone helpline support, though we may phone you if you are experiencing difficulties.

You may use the contact page to get in touch, but an email to enquiries@eprofile.org.uk is preferable, as we all then have records of conversations, and this also avoids some problems where email systems do not let messages through unless you have made first contact.

Essentials

Make sure your ICT support person sits with you when you use eProfile for the first time to check that all folders have been correctly set up for you.

Store the admin password in the school safe. Please don't leave it as "password".

The admin user should make regular backups and backups to a portable drive, such as a USB pen. Store these backups in the school safe for the day your computer is stolen.

Make sure your computer has a printer selected (it doesn't have to be connected) otherwise your printouts may look odd.

If you want to see your reports in MS Word you must have MS Word installed on that computer.

If you want to see the spreadsheets in eProfile you must have MS Excel installed on that computer.

Check that the date on the computer is correct and in UK format. Some new computers, especially those purchased from cheaper suppliers, may be set up for US customers.

If you install eProfile to more than one computer you must use the same school details otherwise the licence code will not work. Write them down first.

Install eProfile to a Windows XP, Vista or Windows 7 computer. It is not guaranteed to work on other operating systems, even if they have a Windows emulator.

Keep a note of every computer that has eProfile installed.

Always make a backup and store it away before you install a new version of eProfile.

Make sure that any new version of eProfile is installed to every computer that has eProfile installed

Always make a backup and store it away before you use either the restore facility or the merge update facility.

Always ensure no-one is using eProfile when you update computers that share a database, and do not let anyone run eProfile until the update has been completed.

When you should seek help from your ICT support person

If you have any error message that contains words such as "read-only database", "table does not exist", "you do not have permission…". These are the sorts of things that can crop up if you did not have your ICT support person sitting with you…

Other

Almost every problem with the database is due to your copy of eProfile not having been set up correctly. This may sound a little arrogant, but the database used by eProfile is world-standard. However, some problems may be the fault of the programmer, so please let us know.

Ask someone if you are not sure **before** you do it.

Don't think that an error that pops up twice will eventually go away. Computers are not like that.

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